

**RELEVANCE OF THE SWAZILAND TEACHER EDUCATION CURRICULA TO
PROFESSIONAL ETHICS REGARDING TEACHER-PUPIL RELATIONSHIPS**

by

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

01.03.2017

DATE

DEDICATION

This thesis is dedicated to my mother; the springboard of all my academic pursuits and achievements, who worked tirelessly to ensure that I had the best education; and to my family for understanding and supporting me as I went through this laborious path.

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ABSTRACT

Education in Swaziland is faced with the challenge of degenerating professional standards among teachers. This study sought to determine the relevance of the current teacher training curriculum in preparing pre-service teachers on professional ethics regarding teacher-pupil relationships. The study's participants were from two universities; University of Swaziland (UNISWA) and Southern Africa Nazarene University (SANU), and three teacher-training colleges; William Pitcher, Ngwane, and Swaziland College of Technology. Participants comprised five purposefully selected heads of education departments, five focus groups of eight final year student teachers randomly selected from each institution, 100 new teachers with less than five years teaching experience (graduates) from the participating teacher training institutions.

Data were collected concurrently using a semi-structured interview for the heads of department, focus group interviews for student teachers, a questionnaire for new teachers and document analysis for collecting data from documents of the institutions. Instruments were pilot tested on samples with similar characteristics to those of the participants. Data analysis was guided by the research questions. Qualitative data from the interviews and focus group interviews were analysed inductively, presented narratively through the use of verbatim quotations. Content analysis was used to analyse data from the documents and presented similarly to that from interviews. Quantitative data was analysed using descriptive statistics such as means, frequencies and percentages using Statistical Package for Social Sciences (SPSS) Version 20. Findings of the study revealed that the extent to which teacher training institutions implemented professional ethics regarding teacher-pupil relationships was not as adequate as it should, in terms of content and methods of implementation. The teacher training institutions generally offered professional ethics not as a course but as part of a course or courses.

Therefore, the study recommended that the curricula in teacher training institutions should incorporate a course specific to ethics of the teaching profession. A further study on challenges faced by teacher training institutions in the implementation of the curriculum on professional ethics is necessary.

Key terms: profession; profession; professional ethics; code of conduct; student teachers; curriculum relevance; teacher-pupil relationships;; teacher training institution; teacher ethics; teacher educators, pre-service teacher training.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF ABBREVIATIONS AND ACRONYMS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	Xiii
CHAPTER 1: BACKGROUND OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	8
1.4 AIM OF THE STUDY.....	9
1.4.1 Objectives of the study.....	10
1.4.2 Research questions	10
1.5 SIGNIFICANCE OF THE STUDY	10
1.6 RATIONALE OF THE STUDY	12
1.7 DELIMITATIONS OF THE STUDY	12
1.8 LIMITATIONS OF THE STUDY	13
1.9 RESEARCH DESIGN AND METHODOLOGY	14
1.9.1 Population and sample	15
1.9.2 Data collection methods	15
1.9.3 Reliability and validity of instruments	17
1.9.4 Ethical considerations.....	17
1.9.5 Data analysis	18
1.10 OPERATIONAL DEFINITION OF CONCEPTS.....	18
1.10.1 Curriculum/ Curricula	Error! Bookmark not defined. 8
1.10.2 Curriculum relevance.....	19

1.10.3	Teacher education	19
1.10.4	Profession.....	Error! Bookmark not defined.
1.10.5	Professional ethics.....	Error! Bookmark not defined.
1.10.6	Teacher-pupil relationships.....	21
1.10.7	Educator code of conduct	22
1.10.8	Sexual violation.....	23
1.11	CHAPTER DIVISION	24
1.12	CHAPTER SUMMARY.....	25
CHAPTER 2:	THEORETICAL FRAMEWORK	26
2.1	INTRODUCTION	26
2.2	CURRICULUM DEVELOPMENT	26
2.3	PEDAGOGICAL THEORIES	30
2.4	ETHICS THEORIES.....	31
2.4.1	Kohlberg's theory of Cognitive Moral Development.....	32
2.4.2	Plato and Aristotle's Character-Based Theory.....	34
2.4.3	Immanuel Kant's Duty-Based/ Deontological Theory.....	35
2.5	CHAPTER SUMMARY.....	35
CHAPTER 3:	LITERATURE REVIEW	37
3.1	INTRODUCTION.....	37
3.2	TEACHER TRAINING.....	37
3.2.1	Pre-service teacher training.....	38
3.2.2	In-service teacher training	39
3.3	SIGNIFICANCE OF PROFESSIONAL ETHICS FOR TEACHERS	40
3.4	RELEVANCE OF THE CURRICULUM.....	44
3.5	TRENDS IN TEACHING PROFESSIONAL ETHICS TO TEACHERS: A GLOBAL PERSPECTIVE	48
3.6	PROFESSIONAL CONSIDERATIONS.....	55
3.7	LEGAL FRAMEWORKS FOR THE PROTECTION OF CHILDREN: A GLOBAL PERSPECTIVE	58
3.7	CHAPTER SUMMARY.....	60

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY	61
4.1 INTRODUCTION	61
4.2 DELIMITATIONS OF THE STUDY	61
4.3 RESEARCH DESIGN.....	61
4.4 POPULATION AND SAMPLE	62
4.4.1 Population.....	62
4.4.2 Sample and sampling	63
4.5.1 In-depth Interviews	65
4.5.2 Focus group interviews.....	67
4.5.3 Questionnaire	68
4.5.4 Document analysis	70
4.6 PROCEDURE FOR DATA COLLECTION	73
4.6.1 Permission	73
4.6.2 Data collection	73
4.7 DATA ANALYSIS	79
4.8 RELIABILITY AND VALIDITY	82
4.8.1 Reliability	82
4.8.2 Validity	83
4.9 ETHICAL CONSIDERATIONS	84
4.10 LIMITATIONS	85
4.11 CHAPTER SUMMARY.....	87
 CHAPTER 5: ANALYSIS, PRESENTATION, AND DISCUSSION OF FINDINGS.....	 88
5.1 INTRODUCTION	88
5.2 DEMOGRAPHIC AND BACKGROUND INFORMATION	89
5.2.1 Demographic data of interview participants	89
5.2.2 Demographic data of focus group participants.....	90
5.2.3 Demographic data of questionnaire respondents	92
5.3 DATA ANALYSIS AND PRESENTATION.....	97
5.4 PRESENTATION OF FINDINGS	99
5.5 SUMMARY OF FINDINGS.....	140

5.6 CHAPTER SUMMARY.....	144
CHAPTER 6: CONCLUSION, IMPLICATIONS, RECOMMENDATIONS	145
6.1 INTRODUCTION	145
6.2 CONCLUSION	145
6.2.1 Course on professional ethics.....	146
6.2.2 Topics on professional ethics.....	147
6.2.3 Extent of addressing professional ethics.....	147
6.2.4 Support for institutions	147
6.3 IMPLICATIONS.....	148
6.4 RECOMMENDATIONS	149
6.4.1 Recommendations for action	150
6.4.2 Recommendations for further research.....	151
6.5 CONCLUDING REMARKS	152
LIST OF REFERENCES	153

LIST OF ABBREVIATIONS AND ACRONYMS

BA Hums	Bachelor of Arts in Humanities
BCom	Bachelor of Commerce
BSc. Agric. Ed	Bachelor of Science in Agriculture Education
BSc. Cons. Sc.	Bachelor of Science Consumer Science
CBET	Competency–Based Education and Training
DPE	Declaration on Professional Ethics
EI	Education International
EDSEC	Education Sector Policy
EDS	Education Development Strategy
EFA	Education for All
ETGPS	Educational Testing, Guidance and Psychosocial Services
INSET	In-Service Education and Training
MoET	Ministry of Education and Training
NTTC	Ngwane Teacher Training College
PGCE	Post Graduate Certificate in Education
PTD	Primary Teachers’ Diploma
PRESET	Pre-Service Teacher Training
REO	Regional Education Officer
SACE	South African Council of Educators
SANU	Southern Africa Nazarene University
SCCS	Schools as Centres of Care and Support
SCOT	Swaziland College of Technology
SHEC	Swaziland Higher Education Council
SNAT	Swaziland National Association of Teachers
STD	Secondary Teachers’ Diploma
TSC	Teaching Service Commission
TP	Teaching Practice
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISWA	University of Swaziland
WPC	William Pitcher College

LIST OF TABLES

Table	Page
Table 4.1 : Sample of documents and data analysed.....	67
Table 4.2 : Data analysis in relation to the research questions.....	76
Table 5.1 : Demographic data of HODs.....	82
Table 5.2 : Demographic data of focus group participants.....	83
Table 5.3 : Questionnaire respondents per institution.....	84
Table 5.4 : Codes used to depict data sources.....	90
Table 5.5 : Courses dealing with professional ethics.....	91
Table 5.6 : How the course addresses professional ethics.....	92
Table 5.7 : Suitability level of course offering.....	93
Table 5.8 : Ethics course offering for student teachers.....	96
Table 5.9 : PTD programme structure for College 1 and College 2.....	97
Table 5.10 : STD programme structure for College 1 and College 2.....	98
Table 5.11 : Ethics course offering for teachers.....	100
Table 5.12 : Course names provided by teachers.....	100
Table 5.13 : Teachers acquired knowledge on professional ethics.....	107
Table 5.14 : Topics covering professional ethics.....	109
Table 5.15 : Programme support on knowledge of professional ethics...	115
Table 5.16 : Outstanding content in the curriculum.....	121
Table 5.17 : Teachers'suggestions on improving the curriculum.....	123

LIST OF FIGURES

Figure	Page
Figure 2.1: CIPP Curriculum Evaluation model	28
Figure 4.1: Likert Scale Rating for the study	66
Figure 5.1: Distribution of new teachers according to gender	85
Figure 5.2: Qualifications of new teachers	86
Figure 5.3: Institutions where new teachers were awarded their Qualifications.....	87
Figure 5.4: Teaching experience of new teachers (in years).....	88
Figure 5.5: New teachers' level of teaching.....	89

LIST OF APPENDICES

Appendix	Page
Appendix A: Ethical Clearance Certificate	160
Appendix B: Permission Letter from Education Director.....	162
Appendix C: Permission Letter for Institutions	163
Appendix D: Letter Requesting HODs Participants	164
Appendix E: Consent Form	167
Appendix F: Interview Guide for HODs	168
Appendix G: Letter Requesting Student Teachers Participation.....	169
Appendix H: Focus Group Interview Consent and Confidentiality Agreement.....	172
Appendix I: Clinical Psychologist's Proof of Registration.....	173
Appendix J: Focus Group Interview Schedule.....	174
Appendix K: Questionnaire Covering Letter to New Teachers	175
Appendix L: Questionnaire for New Teachers	177
Appendix M: Letter Requesting Documents	183
Appendix N: Proof of Language Editing	184

CHAPTER 1

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This introductory chapter sets the context for the study by providing background information about the problem under investigation. The chapter ends with a succinct outline of what is to be covered in subsequent chapters.

1.2 BACKGROUND OF THE STUDY

This study aims to establish the role of pre-service teacher training in promoting professional teacher ethics with regard to teacher-pupil relationships. The purpose of the study is to determine whether the pre-service teacher training programmes offered by teacher training institutions in Swaziland provide teachers with professional ethics, especially teacher-pupil relationship ethics.

Clark (2004:82), paraphrasing Kant, asserted that “practice without theory is blind, theory without practice is empty”. This suggests that teachers require the training (theory) in order to exhibit the expected practice (behaviour). Ntobong (2010:19) views ethics as beliefs about what is right or wrong, proper or improper, good or bad. The Concise Oxford dictionary (1990:876), defines ethics as a set of moral rules of conduct. Kroukamp (2009: para 1), further describes professional ethics as a code of conduct or ethical code which serves as a guideline on how to behave.

The problem of teachers engaging in sexual relationships with learners is not an isolated case for Swaziland. A report on findings of a study on school-based violence prepared by the South African Council of Educators (SACE) stated that sexual violence in South Africa especially against girls, was perpetrated by teachers (SACE, 2011:18). According to the report, the so-called ‘love relationships’ between teachers and their learners ranged from

being secretive to common knowledge of other learners. Learners were reportedly reluctant to report such cases for fear of being victimised by their teachers. The problem does not end there. Teachers who impregnate pupils usually deny paternity for fear of being found guilty of misconduct by SACE (SACE, 2011:17).

Teachers are viewed as key agents for providing quality in the education system, and the values of this system are made clear in a code of ethics. According to the Connecticut State Department of Education (2011::67), the educator code of conduct is a set of principles which the education profession expects its members to honour in all situations that require ethical considerations. Kroukamp (2009: para1) highlights that educators have a constitutional obligation to protect, promote and fulfil learners' rights to education in a safe and disciplined school environment (Section 24 of South African constitution).

The constitution of the Kingdom of Swaziland, Article 29 (2), (2005: 24), states that "a child shall not be subjected to abuse or torture or other cruel inhumane and degrading treatment..." The Swaziland Government Children's Protection and Welfare Act, no. 6, states that, "abuse" in relation to the child means any form of harm or ill-treatment deliberately inflicted on a child, and includes sexually abusing a child (Swaziland Government, 2012:15).

According to the Code of Ethical Standards and Practices for Teachers of Swaziland (1989), as adopted by the Swaziland National Association of Teachers (SNAT, August 1989:11), teachers should "constantly strive to achieve and maintain the highest degree of professional competence while upholding the honour, dignity, integrity and ethical standards of the teaching profession" (MoET, 1989:82). The same code of conduct also states that educators "shall not engage in improper intimate relationships with students under their care", (1989:10). This implies that the teacher-student relationship should be guided by the principles of this code of conduct. According to the Teaching Service Commission Act (1980), a teacher must set a good example of professional conduct; in his person, and his behaviour at all times to the

children under his care. In addition, the teacher should at all times uphold the highest standards of professional conduct, bearing in mind not to bring the profession into disrepute.

The minimum standard of ethical conduct for teachers in Swaziland entails that “every teacher should at least be expected to recognise that he has certain responsibilities to the child under his care, the community in which he lives, his profession and his employer” (Teaching Service Regulations, 1983:10). With such professional codes of conduct in place, the researcher is amazed at why certain teachers still engage in such unbecoming behaviours. In fact, such illicit relationships between teachers and their students are on the rise Swaziland.

To facilitate the reporting of sexual abuse cases, the MoET, through its Educational Testing, Guidance and Psychosocial Services (ETGPS) department introduced a toll-free number (‘9664’) which has since received numerous reports on sexual abuse of learners, monthly reporting of sexual relationships between teachers and learners from all four regions of the country and from rural and urban schools; involving primary and secondary school teachers.

According to annual reports prepared by this department (ETGPS) from the 88 reported sexual abuse cases in 2007, 81 were committed by teachers. In addition, from the 72 sexual abuse cases reported in 2008, 57 were committed by teachers. In addition, from the 360 cases that were reported in 2009, 343 were reported to have happened at school. Finally, out of the 781 cases reported in 2010, 360 were conducted by teachers. (MoET Educational Testing, Guidance and Psychosocial Services annual reports, 2007; 2008; 2009; 2010).

It is worth noting that common perpetrators in all the reports were male teachers. Additionally, in all the reports, the age group with the most vulnerable learners was the 10–18 year olds. This suggests that most sexual abuse cases in higher-primary, secondary and senior secondary schools are

frequent. Moreover, in 2009, high school pupils reported 65% of sexual abuse cases, while primary school pupils only reported 35%. In addition, female pupils were reportedly the most vulnerable group.

Moral decay and professional misconduct among teachers has been noted to be one of the major problems facing education in Swaziland. Of specific reference to this study, is the question of sexual violation of learners by their teachers, both male and female; and at all levels. In a National Dialogue on Violence against Children organised by the United Nations International Children's Emergency Fund (UNICEF) in Swaziland on October 19th, 2011, the Minister of Education, Mr M. W. Ntshangase, revealed that he had learned with shock from revelations of a research conducted by various organisations that most of the children abused sexually experienced such within the school setting (Swazi Observer, Thursday October 20, 2011, p. 2).

On the same issue, in the Swazi Observer (October 11, 2011, p. 2), the MoET reported that it was currently investigating over 170 cases of teacher-student relationships with pupils in schools across Swaziland. In that same publication, the Minister of Education, Mr M. W. Ntshangase, lamented that this was a sad scenario, "more especially because teachers were the ones who had to look after and protect pupils, but instead they abuse the children".

Moreover, the Times of Swaziland (October 9, 2010, p. 8) reported that a former minister of Tourism, Environment and Communication, Stella Lukhele, was infuriated by teachers who abused pupils. She was quoted saying: "my heart bleeds whenever I hear of teachers abusing school children". She further added that there had recently been several reports of teachers sexually violating pupils, and the Teaching Service Commission (TSC) had suspended and terminated contracts of some teachers who had been found on the wrong side of the law.

In the Editors' comment of the Swazi News (October 9, 2010, p. 15), a report captioned '*What is wrong with teachers these days?*' was published. In this analysis, the editor noted that the state of Swaziland's teaching service was

deplorable, if teachers were not sexually abusing pupils, they were doing so physically and emotionally, or are involved in fraudulent activities. The editor further added that the country was concerned with the direction that the teaching profession had taken. He said it was appreciated that the TSC had terminated contracts of some teachers found to have violated pupils, however this was still not enough.

The MoET is on record stating that they are not going to tolerate such malpractice by teachers, it must come to an end. They further state that teachers who engage in professional misconduct will face the consequences (Times of Swaziland, August 14, 2011, p. 13). In yet another publication, the MoET advised teachers, as care-takers of children, to protect them (The Swazi Observer, October 20, 2011, p. 2).

In February 2014, the Swazi News reported that a female teacher's services had been terminated by the Teaching Service Commission for drugging and raping a male pupil she had a sexual relationship with (Swazi News, February 15, 2014, p. 2). In October 2014, the Swazi News once again reported that three male teachers had been caught having sex with pupils at the teachers' quarters (Swazi News, October, 4, 2014, p. 2). Furthermore, in February 2015, the Times of Swaziland reported that a mob of students attacked a male teacher at their school for allegedly having sexual relationships with female pupils in the school (Times of Swaziland, February 15, 2015, p.19). In yet another publication, the Times of Swaziland (September 14, 2015, p. 7) reported that a teacher in one of the high schools was caught at his home by angry parents of a student he had impregnated. Reacting to these reports of professional misconduct, the President of the Swaziland National Association of Teachers (SNAT), in an interview with the Swazi Observer (October 10, 2015, p. 6), made it known that as a teachers' union, they viewed the issue of teachers dating pupils as a criminal offence since most of the pupils involved were below consenting age. He was quoted saying;

We are no longer going to represent teachers involved in sex scandals that touch upon the girl child since this, is in fact a crime, they are now on their own as this is a sign that shows we condemn the acts with the highest possible terms.

This researcher has noted the professional misconduct by teachers who continuously hog the country's print media. The Times of Swaziland (October 22, 2015, p. 1), had the headlines "Teacher arrested for sex with two pupils" and "Teachers come to school drunk". The Times of Swaziland (October 25, 2015, p.4) reported that a teacher had been dismissed from the profession by the TSC after he was found "to have engaged in a sex orgy with his pupils in his house". The Swazi Observer (July 14, 2016, p.9) reported that a male teacher in a certain primary school had reported a colleague to the police and the regional office for having a sexual relationship with a pupil, who is a daughter to the aggrieved teacher.

Such disreputable reports about teachers are contrary to what is acknowledged by Caetano and de Laurdes (2009:46) that "being a teacher [...] obliges one to adopt a particular way of behaving". Having said that, the greatest concern becomes 'why do teachers get involved in such malpractice'? Warnick and Silverman (2011:para2) acknowledge that "professional ethics is currently a neglected topic in teacher education programmes". It became imperative therefore that a study is conducted to investigate the curriculum of teacher education institutions regarding the status given to professional ethics.

Reactions of teacher training institutions to such despicable conduct by teachers have not been reported. The assumption is that they take the position of the MoET since they are under its portfolio.

For the study, two universities and three teacher-training colleges that work closely with the Swaziland government (MoET) were preferred. These institutions were considered Swaziland's 'traditional' teacher training institutions, and were thus selected. These include; University of Swaziland (UNISWA), Southern Africa Nazarene University (SANU), William Pitcher

College (WPC), Ngwane Teacher Training College (NTTC) and the Swaziland College of Technology (SCOT).

UNISWA's Faculty of Agriculture offers diplomas and degrees in Agricultural Education and Home – Economics Education for junior and senior secondary school teachers. Diplomas are provided for pre-service teacher training and the degrees for both pre-service and in-service teachers. The Faculty of Education at UNISWA offers a Post Graduate Certificate in Education (PGCE) with a focus on general subjects for the junior and senior secondary school teachers. The PGCE is offered to pre-service teachers who have acquired Bachelor's degrees in the Humanities, Science, Commerce and Social Sciences fields of study. Bachelor of Education (B. Ed) programmes are also offered to in-service teachers either on a full-time or part-time basis.

The Southern Africa Nazarene University's (SANU) Faculty of Education also offers a three-year primary teachers' diploma. This Faculty is the former Nazarene Teacher Training College which assumed such status when the college became part of this newly established university in 2010. For pre-service teacher training, the institution offers a Primary Teachers' Diploma in general subjects, as well as Agriculture and Home Economics. B. Ed programmes are also offered for in-service teachers on a part-time basis.

The teacher training colleges are: William Pitcher Teacher Training College, Ngwane Teacher Training College and the Swaziland College of Technology (SCOT). William Pitcher College offers a three-year Primary Teachers' Diploma (PTD) and a three-year Secondary Teachers' Diploma (STD). SCOT offers three- year Secondary Teachers' Diploma (STD) courses in Commercial subjects as well as Design and Technology for the junior secondary schools.

1.3 STATEMENT OF THE PROBLEM

An observation made by Fourie (2000) was that the teacher-training field is of a large scale, fragmented and increasingly diverse, and generally of poor quality. She attributed many of the problems that education currently faces to the unsatisfactory quality of its teacher training.

All higher education institutions in Swaziland, particularly teacher education institutions, aim to provide the best service to their clients. Furthermore, these institutions aim to provide the best academic courses or programmes available. According to Education International (2007), the right to quality education for every child can only be achieved if there are sufficient numbers of adequately and highly qualified teachers. It is believed that this requires sufficient and quality teacher education, as well as continuous education for all teachers.

The Swaziland National Policy Statement on Education (1999) acknowledged that the country's system of education has not, among other things, adequately adapted itself to the needs of society, and has not fully addressed the problems of relevance, particularly in areas such as improved attitudes, morals, and values (Swaziland Government – MoET). Indeed, the number of cases reported on teachers' professional misconduct especially in the local print media have continued to soar. This appears to be a sign of lack of morals and values on the part of teachers. One such problem is the one being investigated in the current study – teacher-pupil relationships, and it appears to be a slur to the education fraternity.

The attempts made by the MoET to combat the problem of teacher-pupil relationships are commendable. However, they seem not to help prevent or stop the problem of learners being sexually violated by their teachers.

Given this background to the research, the problem to be investigated in this study is whether teacher training institutions in Swaziland capacitate pre-service teachers on how to uphold high moral values and maintain

professional relationships with their learners. Partridge (2010:1) asserts that “in order for one to *do* what is right, one must *know* what is right”. The specific research problem being investigated is: How relevant is pre-service teacher education in promoting professional ethics regarding teacher-pupil relationships in Swaziland?

1.4 AIM OF THE STUDY

The study aims to investigate the role played by teacher education institutions towards the production of professional and ethical teachers for Swaziland. The major objective is to “evaluate” the theory in light of the practice. Clark (2004), citing Kant, asserts that “practice without theory is blind, theory without practice is empty”. This is to say that our (student) teachers need appropriate theory in order to demonstrate appropriate practice in the field of work.

However, this brings up the question of what ‘appropriate’ practice is. The teacher’s work covers numerous areas, and ethics is one of them. Ntobong (2010) simply defines ethics as being able to differentiate between right and wrong. For teachers, ethics is more than just a set of codified set of principles and rules which serve aspirational or disciplinary purposes. As professionals, teachers are engaged in one of the most ethically demanding jobs, the education of young people. It therefore becomes imperative for teachers to constantly reflect on the ethics of their profession to ensure that they exhibit the best ethical example to those they are educating. This then implies that “there is an important place for the inclusion of ethical content in student teacher education programmes” (Clark, 2004:80).

The researcher asserts that student teachers need to be made acutely aware of the politics and social expectations of their work as teachers so that they are adequately prepared for the challenging experiences they will confront and ethically handle in their field of work. Hence the aim of the study is to find out if ethics are indeed included in the student teachers’ programme of study, and to what extent (i.e. what the scope is).

1.4.1 Objectives of the study

The study addressed the following research objectives:

1. To determine if there are courses in the teacher training programmes that address professional ethics regarding teacher-pupil relationships?
2. To find out which topics relating to professional teacher-pupil relationships are covered by teacher education courses?
3. To assess the extent to which professional ethics regarding teacher-pupil relationships are included in the Swaziland teacher training curriculum?
4. To establish how teacher education institutions in Swaziland can be supported to promote professional ethics regarding teacher-pupil relationships?

1.4.2 Research questions

The following research questions helped to shape the study:

1. Which courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
2. Which topics relating to professional teacher-pupil relationships are covered by teacher education courses?
3. To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?
4. How can teacher training institutions in Swaziland be supported to promote professional ethics regarding teacher-pupil relationships?

1.5 SIGNIFICANCE OF THE STUDY

The researcher hopes that this study will reveal whether, and how adequately teacher training institutions prepare student teachers for the profession, with regard to the teachers' professional conduct in as far as relationships with their learners is concerned. Teachers play a pivotal role in achieving quality

education at any level. For this reason, if teachers are not well prepared, their conduct can be expected to be of low quality; in the way, they exhibit knowledge, attitudes, behaviour and skills in the society.

It is also worth noting that learners spend more time with teachers or at school than they do with their parents. Therefore, Kroukamp (2009) suggests that educators have an obligation to respect, protect, promote and fulfil learners' right to education in a safe and disciplined school environment. However, as already expounded, a substantial number of teachers have reportedly continued to fail to honour this obligation by sexually violating pupils. This bad behaviour in turn renders the learners unsafe in the hands of their teachers.

The purpose of this study is to uncover some of the reasons for the horrendous media reports made about teachers sexually violating the learners whom they have been entrusted with. It is also from the findings of this study that the teacher education institutions, in liaison with the MoET, will propose ways to ensure that only a good and professionally ethical crop of teachers is produced.

The findings from this study will further assist the teacher training institutions in their curriculum development and implementation processes. The theories underpinning the study are hoped to be of particular significance towards curriculum implementation. As Warnick and Silverman (2011:para1) noted, professional ethics is currently a neglected topic in teacher education programmes. Anangisye (2010) echoes this by positing that challenges of promoting teachers' professional ethics include the absence of a course related to teacher ethics.

Another study conducted by Caetano and de Laurdes (2009:47) revealed that "teacher education schools have been found to have conceded a lower position to, or completely ignored, the ethical training of their pupils". It is therefore believed that this study is of valuable and topical interest in the Swaziland education system. In support of this, De Vos (2011:82) states that "a study is more likely to have value if it is selected because it addresses the

information needed to solve practical problems". The mixed method design selected for the study hoped to yield the much-anticipated results.

1.6 RATIONALE OF THE STUDY

The study is motivated by the quest to uplift the status of the teaching profession in Swaziland. Mouton (2011:41) notes that most research problems arise from concrete problems observed in reality, and professional practitioners who are routinely involved with these problems often discover research topics during their daily interactions with such problems. Swaziland is regarded as a country where education, through its Education Development Strategy (EDS), aims to develop the intellectual, moral, aesthetic, emotional, and practical capacities of its citizens (UNESCO-IBE, 2010/11), yet the moral behaviour of its teachers remains questionable regarding teacher training on professional ethics.

Thus, this argument positions this study to explore the relevance of teacher training curricula at teacher training institutions to professional ethics, with specific reference to teacher-pupil relationships. The researcher hopes that the study will contribute in assisting the MoET, in conjunction with the Swaziland Higher Education Council (SHEC) and teacher training institutions to improve the teacher training programmes in as far as professional ethics regarding teacher-pupil relationships is concerned.

1.7 DELIMITATIONS OF THE STUDY

The study was limited to the major teacher training institutions that offer primary school education and high school education in Swaziland, namely; University of Swaziland (UNISWA), Faculty of Education, Southern Africa Nazarene University (SANU), Faculty of Education, Swaziland College of Technology (SCOT), departments of Commercial and Technical Education, William Pitcher College (WPC), and Ngwane Teacher Training College (NTTC). The study also involved new teachers, with less than five years teaching experience, who are graduates from the same institutions.

1.8 LIMITATIONS OF THE STUDY

Conversations about sexuality are frowned upon in the African communities, thus it is a challenge to discuss it. This is due to a number of reasons including: socialisation; which involves culture, age and gender barriers. During this study, some participants, particularly the student teachers found it difficult to open up about their understanding and perceptions of sexual relationships among teachers and learners due to the reasons already stated. Additionally, even though they had consented to taking part in the research, some student teachers were uncomfortable with divulging important information about how their curriculum was implemented for fear of “selling out” their lecturers, even though they were final year students. The researcher assured the student teachers of their anonymity; that the results of the study were significant but would only be used for academic purposes and that nobody else but the researcher would have access to their responses.

The geographical locations of the other teacher education institutions posed another challenge, specifically Ngwane Teacher Training College located 200km's away from the researcher. Conducting face-to-face interviews with the heads of education departments (HOD's) in the institutions and the focus group interviews with the student teachers proved to be a financially taxing and laborious exercise.

Delays to acquire permission for commencing with data collection from the Director of Education – MoET took longer than expected, thus, upon commencement it became difficult to get hold of the student teachers in some of the institutions as they were either writing examinations or on teaching practice. Also, to put together a focus group from one of the teacher training institutions, for example, the researcher had to intercept them from their practising schools and transport them individually to the agreed venue.

Furthermore, of the lecturers (HODs) also had tight schedules to agree to interviews they were either marking examinations or on teaching practice supervision. The fact that the researcher is a full-time lecturer at one of the teacher training institutions under study and a part-time student at the University of South Africa (UNISA), meant that she was in the same predicament; conducting examinations and marking examination scripts, which was soon followed by teaching practice supervision. This was therefore a very busy period for everyone involved.

The researcher experienced another limitation during the focus group interviews; although prior arrangements with participants had been made and consented to, some participants did not show up on the day, resulting in a smaller sample taking part in the focus group. This was witnessed when in one group the researcher expected ten participants, but instead only the required eight showed up for the interview.

Yet another limitation concerning the administration of the questionnaires came to light; although respondents were given ample time to complete the questionnaire, the researcher discovered on the collection date that some had either been misplaced, left at home or incomplete. The researcher waited while the respondents completed them or had to return at a later date to collect them.

1.9 RESEARCH DESIGN AND METHODOLOGY

This section provides a brief overview of the research design and methodology. A comprehensive discussion of the research methodology is provided in chapter four of the study.

The study used a mixed methods research approach. This approach combined qualitative and quantitative data collection and analysis. The selected research design was considered appropriate since the study sought to examine the coverage of professional ethics by teacher education

institutions, particularly issues of teacher-pupil relationships. According to Mouton (2001) the evaluation research implementation, which can adopt such a design aims to answer the question of whether a programme has been properly implemented, and whether the target group has been adequately covered, which is what the current study hoped to achieve.

1.9.1 Population and sample

The target population comprised of heads of Education departments (HODs) from the teacher training institutions final year student teachers from teacher training institutions, and new (less than five years) teachers in the profession. There were 145 participants in total; 100 new teachers, 40 student teachers, and 5 HODs. For the HODs purposive sampling was used. For the student teachers, purposeful random sampling was used, and with the new teachers the snowball sampling technique was used.

1.9.2 Data collection methods

Data collection using all the methods was done concurrently. The qualitative data collection strand was larger than the quantitative strand. Qualitative data was collected using individual semi-structured interviews, focus group interviews and documents. Conversely, quantitative data was collected using a self-administered questionnaire; this was believed to enhance the qualitative data from the individual interviews, focus group interviews and documents.

1.9.2.1 Face-to-face Interviews

Face-to-face individual interviews, with semi-structured and open-ended items were used for the HODs from all five institutions. The interview was selected because it provides “direct verbal interaction between the interviewer and the subject” (Cohen, Manion & Morrison, 2011: 123). Another advantage of the interview is the assumption that a respondent is chosen on the basis of knowledgeability, hence the researcher may obtain honest, relevant and meaningful information. This was chosen as the preferred data collection

method as it was believed that HODs had detailed information regarding the curriculum and its offerings in the teacher training programmes.

1.9.2.2 Focus Group interviews

McMillan and Schumacher (2001) state that focus group interviews help to interpret elaborate or corroborate data obtained from other instruments. In addition, Barnett (2002) asserts that focus groups in research can be conducted to assist with programme development or evaluation. This suggests that they can provide valuable insight into whether programmes or services have achieved the desired goals. The researcher found this data collection method suitable for the study which sought to obtain insight into the teacher training programmes provided by the institutions. The focus group interviews were used to collect data from final year student teachers.

1.9.2.3 Questionnaire

The questionnaire was used to solicit information from new teachers who had less than five years in the profession. The questionnaire was specifically designed with semi-structured and open-ended questions. Mahlangu (1998:79) affirms that “the questionnaire is efficient and practical, and is widely used in educational research”.

1.9.2.4 Document Analysis

Document analysis was another technique used for data collection. Such documents were University and college policy documents, syllabus documents, programme specifications, course outlines, newsletters, magazine and media articles (including internet), were integrated with data sourced from education course outlines from first year to final year programmes. This was conducted to determine if professional ethics courses feature within a student teacher’s full programme of study. The researcher requested these documents from the relevant departments and or lecturers.

As McMillan and Schumacher (2001: 42) put it “... researcher finds these documents at the side”. Additionally, that “these documents suggest the official perspective on a topic, issue or process” (McMillan & Schumacher, 2001:452).

1.9.3 Reliability and validity of instruments

The interview guides for both the focus group and HODs were drafted against the research questions and objectives. The questionnaire was also formulated in accordance with the research questions and objectives. Both data collection instruments were then pilot-tested at one of the teacher training institutions within close proximity to the researcher. The results and responses provided were used to determine how to revise specific questions that were poorly worded for both the interview guides and questionnaire. After this process, the instruments were considered valid. This is supported by Cohen and Manion (1994:97) who state that one way of validating interview data is to compare it with another measure...if the two measures agree; it is assumed that the validity of the interview is compared with the proven validity of the other measure.

1.9.4 Ethical considerations

Prior to conducting the study, permission was sought from the Swaziland MoET. The Director of Education gave the researcher permission, through a written official letter addressed to all the participating institutions and schools to commence data collection. The researcher then sought permission to conduct research at the various institutions with written letters from the deans of faculties of education; at the universities, and principals from the colleges: detailing who would take part in the study and the role they would play. Written informed consent was obtained from each respondent.

Respondents were informed about the nature, purpose and significance of the study, as well as the potential discomfort it might cause due to the sensitivity of the issues under investigation. They were also assured of confidentiality;

their anonymity was guaranteed, and were given the option to decline participation or withdraw their participation at any time. As the study was considered sensitive in nature, emotional harm on participants was anticipated, especially during the focus group interviews. To minimise the probable emotional damage that may have been caused, arrangements for psychological counselling with a locally registered psychologist were made. This was done to ensure that participants were not harmed during the research process (De Vos et al., 2011: 323).

1.9.5 Data analysis

Data analysis entails the process of the researcher systematically finding and arranging the data collection techniques in a clear and understandable manner that will be easily understood by others (Bogdan & Biklen, 1992: 179). Combinations of qualitative and quantitative methods of analysis were used to analyse the data in accordance with the research questions, concurrently. The qualitative data from individual interviews, focus group interviews and documents was analysed inductively using thematic analysis by coding it into themes and categories. Participants were also quoted verbatim. Conversely, quantitative data from questionnaires was analysed using descriptive statistics such as frequencies, percentages, means and standard deviation.

1.10 OPERATIONAL DEFINITION OF CONCEPTS

The concepts below are defined in accordance with the way they are used in the study to enable readers to have a comprehensible viewpoint of their meaning:

1.10.1 Curriculum/curricula

Curriculum is all the learning experiences provided for learners in and out of schools. This may include the course of study, time tables, syllabus, and curriculum guidelines, learning materials, textbooks and assessment guidelines (Taba, 1985: 67). Curriculum can also be viewed as a document that contains planned activities for implementation of the educational aims.

These are activities designed to implement a particular educational aim. In other words, a curriculum is typically a document which outlines the aims, goals and objectives of the school (Oliva, 2005: 46). The curriculum should be flexible to include life skills. In short, the curriculum is the corner-stone of any education system. Curricula refer to the different curriculum(s) of schools and other learning institutions, like the teacher training institutions in the present study.

1.10.2 Curriculum relevance

Relevance refers to “having a bearing on or connection with the matter at hand, or being meaningful/ purposeful in current society or culture” (Eduglossary, 2013: 28). In education, relevance refers to learning experiences that are both directly applicable to the aspirations, interests of the students, and connected in some way to real-world issues, problems and contexts, (Education glossary, 2013).

Curriculum relevance may refer to the formal determination of the quality, effectiveness or value of the programme, process, and product of the curriculum, sometimes by evaluative means. Evaluation research is aimed at answering the question of whether a programme has been properly implemented, and whether the target group has been adequately covered (Mouton, 2001: 159). For purposes of this study, curriculum relevance refers to determination of the effectiveness of the teacher education programmes of Swaziland’s teacher training institutions, in as far as professional ethics is concerned.

1.10.3 Teacher education

In this study, the term teacher education is used interchangeably with teacher training. However, Ndlovu (1997:23) explained that teacher education denotes a shift from the limited concept of training, so the two have different conceptualizations. He argued that:

The general adoption of the term 'teacher education' indicates the marked shift from the limited concept of training to that of the development of individuals with sensitivities, understandings and skills necessary for working creatively with children. There are two traditional ideas about the preparation of a teacher. One is that he should be educated but need not be trained. The other is that he should be trained but need not be educated.

Teacher education refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relates to specific useful competencies for teachers. In this study, this term applies to the period and experiences undertaken by pre-service teachers in teacher training institutions, qualifying them to teach at all levels of the country's schools. It is hoped and believed that during this period a combination of formal and informal activities are undertaken by teacher training institutions to prepare quality teachers.

1.10.4 Profession

Defining a profession is marred with a lot of controversies. There is lack of a universally accepted definition of the term (Creasy, 2015: 23). The English Oxford Living Dictionary (2017) defines a profession as a paid occupation that involves prolonged training and a formal qualification. This researcher has noted the common 'traits' in definitions as presented by different authors to provide a 'working definition' of the concept.

As in most definitions, a profession is defined in terms of the 'characteristics of a profession'. The common characteristics of a profession include institutional preparation, specialised theoretical knowledge, autonomy, accountability, a direct working relationship with clients, great responsibility towards clients, competence, reliability, as well as being bound to a code of ethics (Rutledge, 2011).

Teaching is considered a profession by this author since it has most, if not all, of the listed characteristics, all meant to meet the educational needs of the

individual and society. The clients (learners/ pupils) and choice of learning activities (curriculum) whereby the goals of education are realised in the schools are among the greatest responsibilities that the teaching profession is entrusted with.

1.10.5 Professional Ethics

Ethics as a subject began with the works of Aristotle and his predecessors Socrates and Plato. For Aristotle, “ethics is a systematic study of how individuals should best live” (Wikipedia, 2013:6).

According to Kroukamp (2009:para1), “professional ethics refers to the code of conduct or ethical code, which serves as a guideline on how to behave”. Ntobong (2010:19) asserts that; “ethics involves humanness, reasonableness, decency, integrity and fairness”.

Ntobong (2010: 12) further adds that ethics involves more than merely acting in accordance with the law. Although several definitions of ethics exist, it involves being able to differentiate between right and wrong.

In this study, professional ethics for teachers refers to exhibiting the mentioned traits in behaviour, particularly in their relationship and treatment of their learners – relating with them rightly rather than wrongly. According to the Teaching Service Act of 1982 and Teaching Service Regulations of 1983, teaching is a profession requiring advanced education and special training. Its ethics are high and noble (Government of Swaziland, 1983). A member of the Teaching Service is therefore expected to hold high ideals of the profession.

1.10.6 Teacher-pupil relationships

In the field of education, the teacher–student relationship is a central component to successful teaching and learning, however there are a few exceptions. According to Aultman (2009:644) boundaries in teacher-pupil relationships exist, and they do so as to distinguish between what is an appropriate and inappropriate relationship. Ntobong (2010:19) states that

many of the teacher-pupil sexual relationships are initiated by male educators on female learners, and she attributes this to Sexual Relationship Power (SPP) which is made up of theories – the Theory of Gender and Power and the Social Exchange theory. According to these theories, men have always had traditional power over sexual relationships, hence the assertion that these relationships are initiated by male educators who use their power over the learners. Ntobong further states that there are a few instances where male learners have relationships with female educators. It is assumed that because of their authority and social status teachers have power in such relationships.

The fact that educators have also reported being sexually harassed by school girls who behaved in a generally seductive manner towards them, especially the young teachers, cannot be ignored. However, because of their immaturity and going through a phase, that of growing up, such behaviours prohibit them to engage in a relationship. On the other hand, teachers are trained experts who are knowledgeable about the developmental stages of children. They are therefore not expected to take advantage of the immaturity status of the learners (Ntobong, 2010).

Aningsisye (2011) refers to such relationships between teachers and learners as Sexual Related Behaviours (SRB). In this study, teacher-pupil relationships refers to inappropriate relationships, usually intimate, between teachers and their pupils.

1.10.7 Educator code of conduct

The term 'code of conduct' as used by a profession describes the behaviours of a group. The code sets out principles of action and standards of behaviour, how the members of the group will operate or work (Van Nululand, 2009:20).

The education profession is vested with trust and responsibility by the public, thus requires the highest ideals of professionalism. According to the Connecticut State Department of Education (2011) the educator code of conduct is a set of principles which the education profession expects its

members to honour and follow. These principles lay down, on behalf of the education profession and the public it serves, standards to guide educators' conduct in all situations that expect professional and ethical considerations.

According to the Teaching Service Act (1982) and Teaching Service Regulations (1983) the teachers' code of conduct entails "to follow at all times the highest standard of professional conduct bearing in mind not to bring disrepute to the profession", and that every teacher "agrees that his chief responsibility is towards the child under his care and that he has a duty to guide each child in and out of school, in the development of his body, mind and soul, and his personality as a member of the community, at all times" (Government of Swaziland: 1982; Government of Swaziland: 1983). As used in this study the educator code of conduct refers to those appropriate behaviours teachers are expected to exhibit towards their pupils and in the community.

1.10.8 Sexual violation

Sexual violation may take many forms. Such forms as sexual coercion, sexual bribery, seductive behaviour, sexual harassment and sexual assault are forms of sexual violation (Ntobong, 2010). Although these sexual violations are not described in detail, they are the most prevalent forms used by the wayward teachers. Some teachers have reportedly used seductive behaviour towards their learners, which entails unwanted, inappropriate and offensive physical or verbal sexual advances (Swazi News, October 9, 2010). Others solicit sexual relationships from their learners with the promise of 'better' grades (Swazi Mirror, December 23, 2011). Yet other teachers subject their learners to very harsh punishment to scare them into forging a relationship with them to escape such punishment. Whatever strategy used by the teacher and in whichever form, will be referred to in this study as sexual violation. This term will be used interchangeably with sexual abuse, also referred to as "sexual related behaviours" by Aningisye (2011).

1.11 CHAPTER DIVISION

The study comprises the following six chapters:

Chapter one provides the introduction, background and overview of the study. This chapter further shines light on the state of the teaching profession in Swaziland; in as far as the ethical conduct of teachers is concerned. It also provides the statement of the problem, aim and objectives of the study, significance of the study, the rationale, and definitions of key operational concepts. In addition, this chapter briefly provides the outline of the research methodology used in the study.

Chapter two discusses the theories that underpin professional teacher ethics education as well as a theoretical framework supporting professional ethics education and curriculum relevance.

Chapter three reviews the literature related to professional ethics education in teacher training institutions in general and in Swaziland. It further highlights the nature of professional ethics as a subject within the college or university curriculum; the rationale and challenges of including professional teacher ethics in the teacher training curriculum; the topics, as well as appropriate teaching and assessment methods.

Chapter four discusses the research methodologies of the study, with specific reference; to the research design adopted to guide the collection and analysis of data, the research approach; methods and techniques of data collection, target population and sampling procedures. The study's ethical considerations were also discussed in this chapter.

Chapter five presents the analysis and findings of the study.

Chapter six puts forward the conclusions, implications, and future recommendations regarding the relevance of the Swaziland teacher

education curricula to professional ethics regarding teacher-pupil relationships.

1.12 CHAPTER SUMMARY

This chapter provided the introduction, background and overview of the study. It further highlighted the state of the teaching profession in Swaziland in as far as the professional conduct of teachers is concerned. This chapter also provided the statement of the problem, aim and objectives of the study, significance of the study, the rationale, and definitions of key operational concepts. In addition, the research methodology used in the study was briefly discussed. The next chapter focuses on the theoretical framework of the study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter discusses the theoretical context and models that underpin the study. Vithal and Jansen (2004:17) state that a theoretical framework could be described as a well-developed, logical description of an incident. It guides us on how we look and think about a topic, how we formulate important questions and make basic assumptions. Additionally, it enables us to see the bigger picture and connect a particular study to the vast base of knowledge to work which other researchers contribute. In education, theoretical questions emerge from different conceptions and interpretations of social reality, thus different paradigms have been developed to determine the criteria according to which the educational researcher selects and defines his/her problem for inquiry (Schoeman & Mabunda, 2012:242). The theoretical perspectives underpinning this study involve (professional) ethics theories, philosophical theories, and curriculum evaluation models or approaches.

2.2 CURRICULUM DEVELOPMENT

It is hoped and expected that after undergoing their training through the existing teacher education curriculum, the (student) teachers will demonstrate the “desired” change in behaviour. This should be well articulated in the aims and objectives of the curriculum (Taba, 1985: 114). Curriculum in this research study refers to a programme of study.

Bellack and Kliebard (1999:224) argue that current curriculum theory views the ends sought by the curriculum as desired changes in behaviour of learners, with “behaviour” used to involve thinking, feeling, and acting.

One of the reasons for evaluating the curriculum is to determine what needs to be improved, and then provide a basis for effecting that change (Oliva, 2005). The researcher contends that every country should provide its

citizens with the best and relevant form of quality education. More so because the relevancy of the curriculum is one of the perennial problems faced by education systems the world over (Oliva, 2005: 418).

Relevance is one of the major issues affecting the education system in Swaziland, at all levels; from primary school to tertiary level. This consequently compromises the quality of education. The study aims to determine what needs to be improved regarding the deteriorating professional ethics among teachers in Swaziland as it has been observed. It is important to also note that the perspective followed in assessing the relevance of the curriculum in this study is from the area of research. This perspective suggests gathering data to answer problems, not necessarily to make judgements.

Oliva (2005:421) acknowledged the fact that discussion about evaluation inevitably leads us into the area of research. For Oliva “evaluation is the process of making judgements, research is the purpose of gathering data to make those judgements. Whenever we gather data to answer problems, we are engaged in research”. Oliva further explained that the complexity and quality of research differ according to the problem; ranging from simple descriptive research to complex experimental research.

The study utilized the Context, Input, Process, and Product (CIPP) Evaluation Model. The words ‘model’ and ‘theory’ are often used synonymously yet they are different. It may be argued that theory is judged by its truthfulness in portraying reality while a model is judged by its usefulness in explaining reality (Fourie, 2000:249). A model is a representation of an object, system or idea in a form, which differs from the object itself (Mouton & Marais, 1990:143). Nadler (1989:4) describes a model as a representation of the reality of those who have developed it. According to Fourie (2000), a model attempts to represent the dynamics of a phenomenon in that it provides an indication of relations between the main elements in a process. A model is thus a mode of representation, within which not all its features correspond to some characteristic of its subject matter, but rather draws attention to specific

themes, relations and dimensions (Fourie, 2000). It was from that premise that the researcher considered the CIPP model for the research. As Oliva (2005:421) puts it:

The field of evaluation often calls for the services of specialists in evaluation and research...the shortage of trained personnel and costs of employing personnel are prohibitive...many curriculum evaluation tasks are performed by teachers and curriculum planners.

Assuming that the Context, Input, Process, Product (CIPP) model could be used to support the undertaking of the study, the researcher considered the curriculum goals, aims and objectives as the “input”, implying the “ends sought” or intentions, the teaching or implementation of the teacher training curriculum as “the means to the ends”. Both the aims and the means to the ends are used to illustrate the “process”, the theory. The “ends” is the “practice” by the (student) teachers, and hence the “product”. This study attempts to understand the behaviour (practice) by the teachers in light of the theory provided at teacher training institutions, hence it investigates the relevance of the training received as exhibited in the expected or required professional practice. This view is also supported by Kant, in Clark (2004:82) who stated that “practice without theory is blind, and theory without practice is meaningless”. The researcher concurs with Kant on that to a great extent.

To some extent this study has been conceptualised from a curriculum evaluation perspective which focusses on the obligations that teacher training institutions have to their clients (the student teachers, and by extension; the entire teaching profession in Swaziland). Stufflebeam’s CIPP evaluation model of 1971 is applicable to educational programmes. It was on this premise that this model was in part, preferred as a basis for the study. Programme evaluation is defined by Oliva (2005:450) as “the systematic collection of information about the activities, characteristics, and outcomes of programmes to make judgments about the programme, improve programme effectiveness, and/or inform decisions about future programmes”.

The CIPP evaluation model is a framework for guiding evaluations of programmes, projects, personnel, products, institutions, and evaluation systems.

The representation below was formulated based on Stufflebeam's CIPP model of curriculum evaluation:

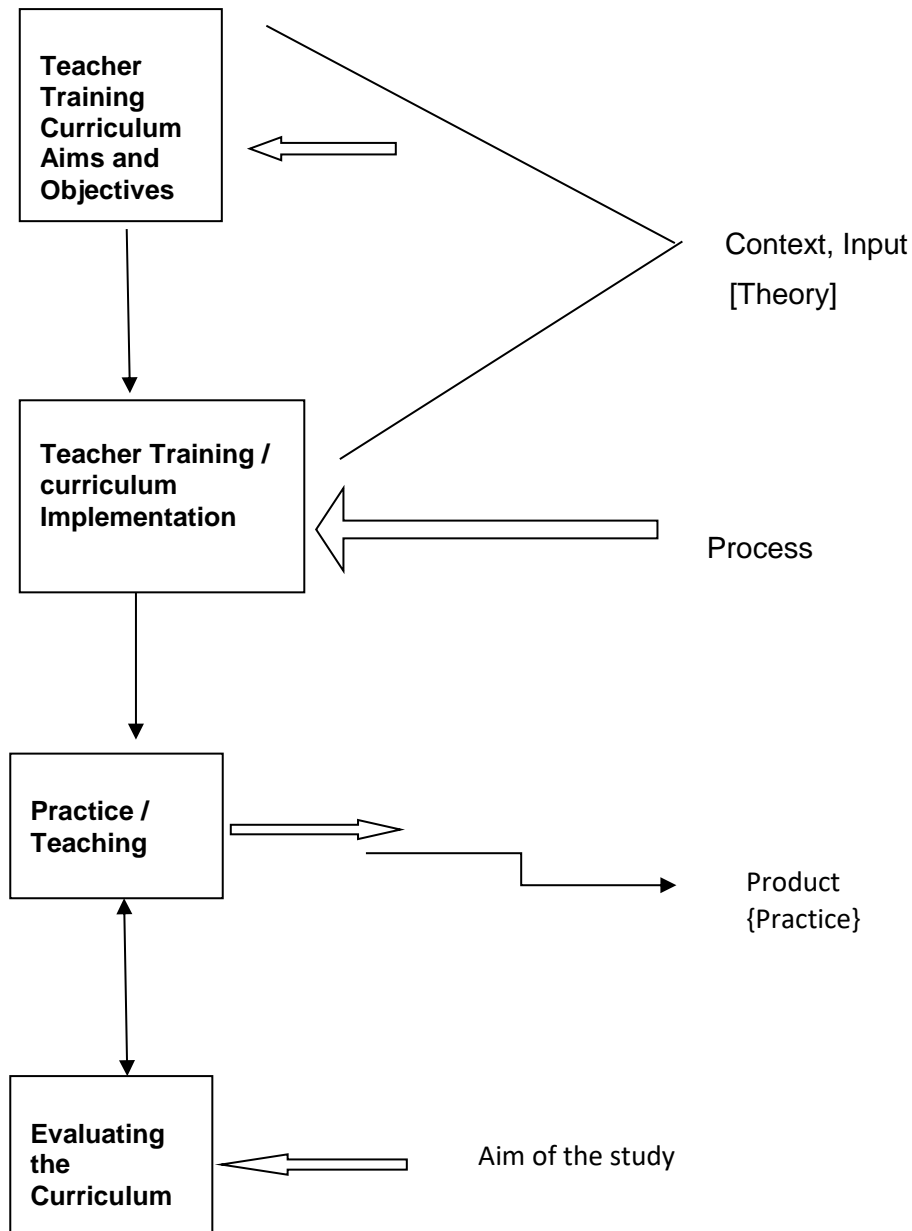


Figure 2.1: CIPP Curriculum Evaluation Model, adopted from Oliva (2005:452).

2.3 PEDAGOGICAL THEORIES

Teaching and instructional theories in education also form the basis for curriculum development and evaluation. It was for that reason that the following theories were considered relevant to the present study in as far as curriculum implementation is concerned.

Another theory on which this study is premised is Social Constructivism Theory, which can be described as a sociological theory of knowledge that considers how social phenomena develop in a particular social context (Wittgenstein, 2016, para 2). In reference to this study, the question of moral decay in the teaching profession is a current and worrying development. To proponents of the theory, Piaget and especially Vygotsky, learning is the central activity for humans in search for understanding the causes and effects of natural phenomena, the progress of social events, and the meaning of life. They believe that this type of learning will assist with “reducing the dissemination of false data, prejudice, and atrocities among diverse groups and help build a moral, scientific, information society in the new millennium” (Ozer, 2004: para 1).

Constructivism in education emerged as a welcoming and refreshing view of learning that centres on the active learner within the teaching-learning process. It also puts emphasis on the individual within the greater social context. It is from that social context that individuals make meaning out of instruction. The constructivist focus on the social context and larger community of learners has resulted in a major shift from individually-based instruction, to instruction that incorporates and embeds teaching within the larger community of peers, younger students, as well as those who are older (Jones & Brader-Araje, 2002). It has also been noted that constructivism's greatest contribution to education has been the shift in emphasis from knowledge as a product to knowing as a process. This legacy of constructivism will likely prove to be a lasting and meaningful shift in the structure of learning.

The issue of teacher-pupil relationships affects 'greater social context' in which teacher-trainees are, hence they can, and should, identify with such a context. Including the teacher-pupil relationships social phenomenon in the teacher training programmes would give the teachers the opportunity to make meaning out of it, as advocated by the social constructivist theory. They would then know the environment they are about to live and work in, as well as how to respond to it.

The study hopes to determine the relevance of teacher education programmes in the teacher training institutions, as they execute their central activity; that of teaching and learning, through the transmission of the curriculum to reduce the said atrocities and helps build a morally sound society as Piaget and Vygotsky propose. This theory of social constructivism therefore was considered relevant to support the current study.

2.4 ETHICS THEORIES

The ethics theories preferred for the conceptualisation of this study were classified as deontological theories and virtue theories. Teachers have a duty to teach, and a moral obligation to care for the welfare of the learners they teach. Likewise, teacher training institutions also have to consider same in their curriculum development processes.

According to Sadio (2011:10) the teaching profession poses ethical and deontological demands in the personal and professional development of teachers, who are considered agents of moral values. As such, their personal ethical development ought to be considered as a major concern of teacher training institutions. The teaching of ethical theory, the ways in which one can distinguish right from wrong, good from bad – therefore, is considered necessary in ethics courses (Bowden & Smithe, 2008:154). The major question then becomes “what is right and what is wrong?” The ethics theories presented henceforth are an effort to address this question.

2.4.1 Kohlberg's theory of Cognitive Moral Development

According to Lawrence Kohlberg's theory of 1958, ethics education is possible. Just as people develop mentally, physically, and emotionally, they develop a moral cognizance (McLeod, 2013: 123). Kohlberg states that using critical thinking tactics such as Piaget's 1932 theory and storytelling method, people can solve their ethical dilemmas. He did this by advancing his well-known Heinz story known as dilemma. Kohlberg agreed with Piaget in principle but wanted to develop his ideas further.

Kohlberg identified three distinct stages of moral ethical thinking/moral reasoning, each stage subdivided into two levels, each level being of greater maturity than the previous one. By delineating these levels, people are allowed to know and test their own thinking. This helps them know themselves better and challenges them to move on to a higher level of thinking. This assumes a sort of natural goodness and integrity in the child, or person, (or teacher) whereby he or she will always want to do the right thing — if they had the time to reason things. This brings to the fore the idea that if people are void of logical thinking, then they suffer from a character defect.

Kohlberg's stages of moral reasoning (McLeod, 2013:88):

Level 1: Pre-conventional morality (nine year olds and younger):

- Stage 1: the obedience and punishment orientation. Kohlberg argued that at this stage the child or individual does good to avoid being punished, for if a person is punished they must have done wrong
- Stage 2: Individualism and Exchange. At this stage children recognize that there is not just one right view that is handed down by authorities, different individuals have different viewpoints on a situation

Although at this stage level children (people) do not have a moral code, their morality or moral judgement is shaped by the standards of adults and is based on physical consequences of an action – punishment.

Level 2: Conventional morality (adolescents and adults):

- Stage 3: Good Interpersonal Relationships. At this stage the child or individual is or does good in order to be seen as a good person by others. Their answers to problems relate to the approval of others – conformity to the expectations of one's society;
- Stage 4: Maintaining the Social Order. At this stage the child or individual becomes aware of the wider rules of society, so judgements concern obeying the rules in order to uphold the law and to avoid guilt.

At this stage level people begin to internalize the moral standards of valued role models, and moral reasoning is based on the norms of the group to which one belongs. Authority is internalized but not questioned.

Level 3: Post-conventional morality:

- Stage 5: Social Contract and Individual Rights. The child or individual becomes aware that while rules or laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals. Issues are not clear cut, for example in the Heinz dilemma the protection of life is more important than breaking the law against stealing;
- Stage 6: Universal Principles. People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone, for example human rights, justice and equality. The person will be prepared to act to defend these principles even it means to go against the rest of society and in the process having to pay the price for such disapproval.

Kohlberg believed only a few people reached stage 6. At this stage, individual judgement is based on self-selected principles and moral reasoning is based on individual rights and justice. According to Kohlberg, most people take their moral views from those around them and only a minority thinks through ethical principles for themselves.

Although there are criticisms of Kohlberg's theory, like the fact that it is about moral reasoning yet reasoning does not predict moral behavior, the researcher contends that the theory provides a useful way to decide, and do what is right. The researcher's position is supported by Partridge (2010, 1) when he says that "in order for one to *do* what is right, one must *know* what is right".

Kohlberg's ideas make the inclusion of ethics in teacher preparation programmes worthwhile. In the event that teachers are faced with real life situations and dilemmas, for example that of being enticed by their pupils, they would know how to act. This would be made achievable by exposing them to real life situations or dilemmas in the classroom situation and expose them to logical thinking as espoused by Kohlberg. This view concurs with Clark's (2004: 82) when he said teacher educators should expose their students to critical, rational, autonomous, creative, problem-solving, open-minded, responsible modes of learning. To Clark, these were the ethics of teaching and the teaching of ethics. This theory therefore was considered as supporting the present study.

2.4.2 Plato and Aristotle's Character-Based Theory

Plato and Aristotle argued that morality consists of following defined rules of conduct. Presumably, such rules should be learned or acquired, in order for one to live up to them. As one learns these rules of character, they develop good character traits, called virtue ethics (Parry, 2014:13). Parry, argues that, more than *what one should do*, virtue ethics emphasize *what one should be*. Since at teacher training institutions, a majority of teacher

trainees are in their youthful stage, this study considers the teaching of ethics favorable.

Furthermore, since virtue ethics theories emphasize moral education, the researcher suggests that teacher training institutions could make use of them to allow their clients, the teacher trainees, to acquire good character traits. Nanigopal (2015:98) quoted Mahatma Gandhi as having said “the teacher himself should possess the virtues that he wants to inculcate in the students. This means that the teacher must practice these virtues himself. Otherwise his words will have no effect”.

2.4.3 Immanuel Kant’s Duty-Based/ Deontological Theory

Deontological theories were considered because they base morality (that which is right or wrong) on specific, foundational principles of obligation. They are sometimes called deontological from the Greek word ‘*deon*’, which means duty (Mappes & Zembaty, 1992). Kant’s theory of ethics advocates that the morality of all actions derives from duty, that one always has a duty to do what is right, a duty to oneself and to others. Since teachers always have an obligation to do what is right for and to the learners under their care, it was for this reason that this theory was considered appropriate for this study.

2.5 CHAPTER SUMMARY

This chapter focused on the theoretical context and models reinforcing the study on the relevance of the teacher education curriculum regarding teacher-pupil relationships. The theoretical framework developed for this study helped to describe the research problem investigated, formulate research questions, and make basic assumptions. The theories advanced in the study all shaped the framing of the study, with Kohlberg’s theory overarching all of them. The study was conducted from a curriculum perspective, which places the CIPP model as the basis for the study. The problem concerns moral conduct of teachers, which places Kohlberg’s

theory at the centre stage. The other theories support curriculum development and moral behaviour. The data gathered for this study is hoped to answer the research problem and consequently contribute to the existing body of knowledge. The next chapter presents the literature reviewed for this study.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION

The aim of this study was to investigate the relevance of the teacher training curriculum on professional ethics regarding teacher-pupil relationships. This chapter broadly reviews the literature related to professional ethics education at teacher training institutions in general, and then with specific reference to Swaziland. It further highlights the challenges of the teaching and learning of professional ethics for teachers; the topics, appropriate teaching methods and strategies, and its nature as a subject within the college or university curriculum. Efforts were also made to reflect on the viable ways to teach professional ethics regarding appropriate teacher-pupil relationships within the teacher training curriculum.

Literature related to the study was reviewed under the following broad headings:

- Teacher training;
- Significance of professional ethics for teachers;
- Relevancy of the curriculum;
- Trends in teacher training curriculum on professional ethics; and,
- Legal frameworks for the protection of children.

3.2 TEACHER TRAINING

In this study, the term teacher training is used interchangeably with teacher education. It is used to denote the acquisition of knowledge, skills, and competencies that relate to, and are specific for teachers. It forms the core of teacher preparation and content offered by teacher training institutions (Wikipedia, 2010).

Ndlovu (1997), however, believes that the two terms are somewhat different. He suggests that teacher education is more advanced than teacher training, in that it indicates a marked shift from the limited concept of training and acquiring skills and competencies to that of the development of the individual, with sensitivities and understandings in order to work with children (1997: 23). Thus, he believes a teacher may be educated and need not to be trained, or be trained and need not be educated. Whichever view one holds, both are concerned with teacher preparation.

In this study, the term teacher training applies to the period and experiences undertaken by pre-service teachers in teacher training institutions, qualifying them to teach at designated levels of the country's schools. It is hoped and believed that during this period a combination of formal and informal activities are undertaken by teacher training institutions to prepare a rounded and competent teacher. Although this study is based on pre-service teacher training, the importance of in-service training cannot be ignored; considering that a teacher is regarded as 'a life- long learner'. This view is also held by Anangisye (2013:137) who states that "teacher professional development entails educating and re-educating a cadre for the teaching profession".

According to Act No.1 of the Teaching Service Act (1982) a member of the teaching service in Swaziland (MoET, 1982) is described as someone who:

- a) Has successfully completed a course for teachers and has been awarded a qualification approved by the director for purposes of teaching: or;*
- b) Is in possession of a University degree, diploma or other similar qualification approved by the Director for teaching purpose: or;*
- c) Holds an honorary teachers' certificate or has been awarded an honorary teachers certificate by the Minister... (MoET, Government of Swaziland, 1982).*

3.2.1 Pre-service teacher training

The purpose of teacher training is to impart theoretical knowledge and methodological skills related to the art of teaching. This should equip the

teacher with the necessary skills to handle and disseminate information to the students. An enriched teacher-training programme is essential to influence the capacity to effectively impart the necessary information to student teachers (National Education Policy Framework, 2005). Teacher training institutions in Swaziland are those outlined in 1.2 of the current study.

3.2.2 In-service teacher training

After the realization that the once-off pre-service teacher training programme was not adequate to last an individual's whole career, the in-service notion of teacher training was introduced. The in-service training of teachers is considered essential to revive and enhance teaching skills and approaches. In-service training enables the periodic review of the teacher training needs to improve the quality of education. In recognition of the importance of in-service training, the government established an In-service Education and Training department (INSET), (National Education Policy Framework, 2005).

The government of Swaziland is determined to provide quality education for its learners. The Swaziland Education Sector Policy states that:

In order to maintain high levels of quality service, teachers need to be provided with knowledge and skills related to the teaching and learning process on a continuous basis. A highly productive teaching level is therefore the result of an effective in-service teacher training system. Pre-service training needs to be supported by an equally efficient and professional in-service teacher education and training (INSET) system, since teachers' professional knowledge, like all other professional knowledge, weakens over time and requires constant re-modeling, upgrading and re-shaping. As a result, the development and in-servicing of the human resources base of any education system should be of vital concern and should be awarded high priority (Education Sector Policy, 2011:56).

As suggested by the National Education Policy Framework (2005), the INSET department is responsible for:

- The professional growth and development of all head teachers and all primary school teachers;
- Familiarizing teachers with new or revised books that are being introduced;
- Conducting infusion workshops for grade teachers and school administrators at regional level, with the purpose of developing professional skills, teaching skills and subject content for the grade teachers and to strengthen the professional and administrative skills for school administrators;
- Running school-based workshops to support schools in specific curriculum areas relevant to their needs;
- Visiting schools to assist head teachers with issues relating to management projects and assessing their projects;
- Conducting workshops for teachers on emerging social and educational issues nationally and globally;
- Setting and moderating of examinations, and the development of the school curriculum development as subject panel members,
- Conducting continuous assessments; and,
- Visiting schools to conduct needs assessments.

Noted in the responsibilities of the INSET listed above is “conducting workshops for teachers on emerging social and educational issues nationally and globally”. The teacher-pupil relationships aspect is an emerging issue of both national and global concern; thus, it renders this study topical.

3.3 SIGNIFICANCE OF PROFESSIONAL ETHICS FOR TEACHERS

According to Fourie (2000), the major focus of any teacher education curriculum should be to foster professionalism. It is for that reason therefore that its significance is discussed. Prior to the illustration of the significance of professional ethics, it is imperative to discuss how different scholars define or view professional ethics. Nanigopal (2015:96) states;

In the term professional ethics, the word “ethics” adds to the professional obligation that a profession abides by. Professional ethics is a combination of two words, Professional + Ethics. Here, Professional means an expert, specialized, qualified, skilled, trained, practiced, certified, proficient, licensed, mature etc. So, Professional is a term denoting a level of knowledge and skills possessed by an individual or required of an individual to perform an assignment, that is attained through extensive education and training. Secondly, Ethics means principles, morals, beliefs, moral principles, moral values, moral codes, etc.

Noted in this definition by Nanigopal (2015) is that professional ethics is achieved through extensive education and training. This definition renders the aim of this research study topical and worthwhile – to investigate the education and training of teachers on professional ethics, particularly teacher-pupil relationships.

Brehm (2015: 23) argues that professionalism is multi-faceted and difficult to define. He categorises professionalism into three facets:

- 1) Professional parameters: which focus on the legal and ethical issues to which a professional must adhere such as the place, state, and federal laws pertaining to educational and instructional issues.
- 2) Professional behaviours: which are observable actions that demonstrate the individual's appropriate behaviours such as maintaining appropriate relationships with students, parents, and colleagues, modelling of the appearance and attitudes of a professional.
- 3) Professional responsibilities: This would include demonstrating responsibility to the profession, the students, the school district and the community.

All three categories formulated by Brehm (cited in Creasy, 2015) are considered relevant to the current study in the following ways:

- Professional parameters involve the legal ethical issues that teachers in Swaziland have to adhere to. Examples include the Education Act, Teaching Service Act, Education for All, Children's Protection and

Welfare Act, Schools as Centres of Care and support, amongst others.

- Professional behaviours include the observable actions that indicate the individual teacher's behaviours within the school setting and beyond. Such behaviours include maintaining professional relationships with learners, contrary to having intimate relationships with learners which prompted the undertaking of this study. The acceptable dress code and grooming, and positive attitudes that all learners are capable and deserve to learn.
- Professional responsibilities include showing responsibility to the profession by being an active member of the teachers' union, such as the Swaziland National Association of Teachers (SNAT). The professional teacher also has a responsibility to the learners and the community. In Swaziland, the Teaching Service Act states succinctly that "the teacher has certain responsibilities to- the child under his care, the community in which he lives, his employer and the profession" (Teaching Service Commission Act, 1981).

Even though professionalism may have different facets, all categories point to one thing – doing that which is appropriate in behaviour, actions and attitudes. Professional ethics in the present study refers to that which is *considered right*, in behaviour, actions and attitudes. All the facets argued by Brehm (2015:24) are a concern of the current study as highlighted above.

According to Ishumi (2013:94), teaching is one of the character-shaping professions globally. However, Ishumi further notes that the teaching profession has never enjoyed respect compared to the other so-called professions. He attributes this to poor or lack of commitment within ministries of education at proper policy making towards teacher development, both for pre-service and in-service teacher training. This view suggests that the teaching profession is lacking in terms of teacher development, particularly in

the character- shaping of teacher preparation, hence the lack of respect towards it. Moreover, this researcher has identified the moral degeneration among teachers which thus prompted conducting this study, to investigate character-shaping at the teacher training institutions.

In agreement, Sadio (2011:10) posits that teachers as agents of education are conveyers of values, and their personal ethical development ought to be considered as a central concern of teacher training programmes. This statement suggests that teaching professional ethics to teachers should take priority in teacher training programmes. It is for this reason that the study sought to determine whether and how the teacher training curricula transmits such values and ethical development of the teachers that they train, as is considered vital by Sadio (2011).

Moreover, Allen (1990) defines ethics as a set of moral principles of rules of conduct. Ntobong (2010) later defined ethics as beliefs about what is right or wrong, proper or improper, good or bad. Kroukamp (2009:3) echoes the two definitions by describing professional ethics as a “code of conduct or ethical code, which serves as a guideline on how to behave”.

Teachers, as professionals are guided by a code of conduct, which is a set of moral rules on how they should behave. According to the Connecticut State Department of Education (2011) the educator code of conduct is a set of principles which the education profession expects its members to honour and follow. It is these principles that lay down the standards to guide educators' conduct in all situations that expect professional and ethical considerations. This is done on behalf of the teaching profession and the public it serves. This view suggests that the individual ‘ceases’ once they become a teacher and conducts themselves according to the rules of the profession. This also means that, teachers as key agents for the provision of quality and members of a profession are a professional people. The researcher also notes that the values of this profession revolve around the interests of the clients, who are the learners, and such values are made clear in a code of ethics.

In the South African case for example, the Code of Professional Ethics as contained in the SACE Act (2000) (SACE, 2011) the conduct of an educator entails, amongst others, that they:

- Commit themselves to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of the profession, as expressed in the code ;
- Refrain from any form of sexual harassment (physical or otherwise) of learners; and,
- Refrain from any form of sexual relationship with learners at a school... (SACE, 2011).

Ntobong (2010:2), is of the view that “a safe school can be defined as a place where students can learn and teachers can teach in a warm and welcoming environment, free of intimidation and fear of violence”. According to the *INQABA* Schools Programme (2011:5), “a school is a place that cares about every child and where every child succeeds. It is a place where children should feel all their needs are being met, whilst they are protected, confident and enjoying learning”. However, the school contradicts itself as soon as educators engage in intimate relationships with learners, thus creating an unsafe school environment, which consequently interrupts teaching and learning (Ntobong, 2010). The fact that some learners enter into such relationships involuntarily and usually through coercive measures suggests that the school environment is not safe.

3.4 RELEVANCE OF THE CURRICULUM

In a study conducted in Botswana, Mthunzi (2000: 34), alluded to the fact that the concept of curriculum relevancy was “loaded and therefore difficult to unpack”. By extension, the same author views the concept as an elusive one. To a great extent, the researcher in the present study concurs with Mthunzi. This is because each context is peculiar, what may be viewed relevant by someone at one place may be viewed differently by someone else. Oliva (2005:429) also acknowledges the difficulty of determining the relevance of

the curriculum, and attributes it to the different interpretations of the word 'relevance'. That is because, he argues, what is considered relevant for one place may not be for the other. He therefore suggests the stressing of the word 'considered' when one deals with issues of relevance, and came up with '*what is considered relevant*'.

To attempt minimizing the "loadedness" and "elusiveness" of the concept, this researcher felt it would be best to stick to the concept as defined in this study in 1.10.2 on the learning experiences that are both directly or indirectly applicable to the aspirations, interests of the students, and connected in some way to real -world issues, problems and contexts. Curriculum relevance in this study refers to the formal determination of the quality, effectiveness or value of the programme, process, and product of the curriculum, in the area of the study. The products of the curriculum in the present study are the teachers produced by the teacher training institutions in Swaziland.

It should be noted that what prompted the undertaking of the present study was the appropriateness of the teacher education curriculum in addressing the contextual problem faced by the education fraternity in Swaziland, with specific reference to intimate teacher-pupil relationships. Also worth noting, is that an appropriate curriculum is viewed in terms of the culture of the people it is offered to. Hence the study seeks to determine the relevance of the teacher education curricula in dealing with the pertinent problem, that of teacher-pupil relationships. It is important to mention that a relevant curriculum should improve the individual, and by extension the society at large (Oliva, 2005:199). This statement therefore realises the significance of having a relevant curriculum, in terms of the society it is offered to and the contextual problems encountered by that society. According to Mthunzi (2000) such factors render the curriculum to be *considered* relevant.

Ndibalema (2013: 32) argues that universities and other colleges of teacher education produce graduates who are morally incompetent. He further adds that this is due to the fact that teacher education curricula are not consonant with the needs of society, yet teachers' misconduct seems to be of global

concern. Teacher-pupil relationships are one of them. He provides reported cases in India, Kenya, South Africa and Tanzania.

There is a need to teach professional ethics to teachers. Crucial to any curriculum is its content. What determines the content is the intent of such a curriculum, which is manifested in its goals and objectives. The aim of a curriculum is to develop in learners those reaction patterns considered to be of uttermost significance, through its objectives (Tyler, 1950).

Educational objectives are commonly conceptualized in curriculum theory as bringing changes in learners' behaviour. It is for this reason that the goals and objectives are derived from analysing the activities, interests, problems, and deficiencies of the learners to identify their needs. Another option is to analyse contemporary society, its problems and the activities as well as its difficulties. This helps to identify social demands and needs, which consequently imply educational goals (Bellack & Kliebard, 1999). This view is supported by McLeod (2013) who suggests that the curriculum content should meet the current and long term needs of the students, which are based on what one sees as the proper goals and objectives of that curriculum.

Creasy, for example, believes that every teacher education programme should focus on professionalism, and it is the duty of every teacher training institution to indicate how it will be achieved. Creasy (2015: 24) argues that:

The programme can explain to the students what the programmatic expectations are for each person upon admission to the programme, and then address how these expectations will be assessed throughout the curriculum.

It is on this premise that the current study sought to investigate the teacher training programmes, their expectations and how they are assessed throughout the curriculum; in as far as professional ethics regarding teacher-pupil relationships are concerned.

According to Clark (2004:83), most pre-service student teachers enrolled at teacher training institutions seemed to be more concerned about acquiring the skills, attitudes and knowledge to equip them for the classroom and to do the job they were employed to do. For Clark, there is nothing remarkable about that; he views it as the human condition –wherein we all learn and teach. Instead, he believes that students should be concerned with being professional teachers. It should set them apart from the rest of humanity. This view by Clark suggests that the teacher training curriculum should do more than just prepare teachers for instructional purposes, but for the challenging experiences they will encounter and ethically deal with in the field, like the temptation to engage in relationships with their learners. Anangisye (2013: 146) observed that teachers generally do not live up to the highest moral standards of the profession, and attributes that to a lack of the ethics aspect in their teacher training curriculum. He strongly believes that there is an urgent need to integrate the ethical dimension in all quality teacher professional development programmes. Anangisye (2013:148) asserts that:

No matter how competent one might be, failure to lead ethical lives taints the image of the teaching profession and undermines teacher professional development programmes.

In another study Anangisye (2010:72) conducted, he acknowledges that for many years courses on professional teacher ethics have been clearly absent from the teacher education and training curriculum, and he attributes the continued moral decay or professional misconduct by teachers to, among other things, this absence of such a course. Creasy (2011:23) believes that teacher educators and institutions of teacher training erroneously assume that pre-service teachers will simply become professionals as a result of completing the teacher education programme.

Nanigopal (2015) asserts the significance of teaching ethics to teachers:

The study of ethics helps to know people's beliefs, values, and morals, learn the good and bad of them, and assist them to maximise their wellbeing and happiness. It involves the

enquiry on the existing situations, form judgements and resolve the issues. In addition, ethics teaches us how to live; to respond to issues, through the duties, rights, responsibilities, and obligations.

This view by Nanigopal (2015) is supported by the ethics theories underpinning this study – Kant’s Deontological theory, Kohlberg’s Moral Cognitive theory, as well as Plato and Aristotle’s Virtue Ethics theory. In Nanigopal’s (2015) view, it does not have to end with the learning of beliefs, values and morals; it extends to practicing them, and this result in maximised well-being and happiness. He further adds that ethics tells one how to respond to issues; as a sense of duty, rights, responsibilities, and obligation. For this study’s researcher, Nanigopal’s argument sums up everything on the rationale for including professional ethics in the teacher training curriculum. Teachers have a duty, a right, a responsibility, and an obligation to study ethics.

3.5 TRENDS IN TEACHING PROFESSIONAL ETHICS TO TEACHERS: A GLOBAL PERSPECTIVE

Sexual relationships between teachers and learners, regardless of any circumstances, are morally wrong. It is a fact that to say they are morally wrong can be said to be subjective and relative, depending on where one is standing.

Even though the teaching of ethics will always be considered a controversial area, care should be taken that lectures are delivered in a professional manner (Clark, 2004: 81). Clark (2004) postulates that students need to be made aware of the politics of the teacher’s work, so that they are adequately prepared for the challenging experiences they will most certainly have to face and deal with ethically when they are in the field. This assertion by Clark (2004) brings forth the question of what is considered relevant at a given period and situation. As mentioned earlier, relevance refers to “having a bearing on or connection with the matter at hand, or being meaningful/purposeful in current society or culture”, (Education glossary,

August 29, 2013). This was understood to mean that relevance refers to learning experiences that are both directly applicable to the aspirations, interests of the students, and connected in some way to real -world issues, problems and contexts, which is exactly what Clark (2004) proposes.

In 2001, Education International adopted the Declaration on Professional Ethics (DPE) whose aims were:

- To raise awareness about the norms and ethics of the teaching profession;
- To help increase job satisfaction in education; to enhance status and self-esteem; and,
- To increase respect for the profession in communities (Education International – Professional Ethics, n.d).

This stride by Education International followed worldwide debates concerning the teaching of ethics for teachers, their moral behaviour and the morality of children in schools. Such a move illustrated the significance of teaching professional ethics. It was also the intention of the DPE that other professional bodies of teachers were expected to formulate their codes of conduct. Creasy (2015:23) argues that professionalism, which includes professional behaviours such as maintaining appropriate relationships with students, and how it is to be acquired should be the focus of every teacher education programme. However, she notes that there is a lack of a universally accepted definition of professionalism in teacher education programmes, hence it is often assumed that pre-service teachers will simply become professionals after completion of their teacher education programmes, and that being a qualified teacher renders them professional teachers.

It is worth adding that across the different disciplines of teacher education, programmes and literature, a professional teacher is one “who demonstrates behaviours which portray the knowledge and skills of the profession... and professional behaviours are observable actions that demonstrate appropriate

behaviour” (Creasy, 2015:23). For purposes of this research, a professional teacher is one who demonstrates and maintains appropriate professional, observable behaviours (including relationships) with learners.

It should be further noted that some educators or teacher trainers and trainees alike, would consider the teaching of professional ethics regarding teacher–pupil relationships sensitive, as this study is considered so. The sensitive nature of some issues touching on ethics has contributed to their being ‘ignored’ by teacher training institutions. Teacher training institutions have been noted to put professional ethics training of their teachers ‘on the side’. Clark (2004:84) proposed that personal sensitivities and institutional reputations should be put aside, in the interest of education:

Student teachers, and some teacher educators, may want to put their heads in the sand about such matters, but as the ostrich found out, this is not a sound strategy for appropriately and professionally dealing with such objectionable and obscene moral and ethical issues.

This researcher concurs with Clark (2004) to a great extent – avoiding or ignoring such matters as teacher-pupil relationships by teacher training institutions and other stakeholders will not ‘take them away’, instead, the problem will continue to tarnish the image of the teaching profession.

Sadio (2011) argues that the teaching of professional ethics to teachers exposes them to the professional contexts from the moment they enrol, and makes them become more conscious of their profession and its conditions – the real-life experiences. Ishumi (2013:100) reports that the efficiency and efficacy of teacher education programmes in a good number of African countries has been negatively affected by the political climates and political decisions in those countries. He noted that a survey conducted by UNESCO confirmed this was the case in Lesotho, Malawi, Mozambique, Tanzania, Uganda, Kenya and Zambia. He attributes such political factors for the many challenges faced by the teacher training institutions’ curriculum development practices, in particular on ethics of the profession.

The Swaziland Education Sector Policy (2011:19) states that curriculum development is the cornerstone of an effective education system and must be in balance with teacher education and the expertise of professionals as well as the supply of resources. To ensure its relevance, it must be reviewed from time to time by educationists and stakeholders so that it is responsive to changing goals and needs.

The Swaziland Education Sector Policy (2011) further stipulates that all education and training shall be of appropriate quality and relevant to the socio-economic and cultural needs of Swaziland and its citizens. The policy further states that any form of violence or abuse in schools, whether committed or perpetuated by learners, teachers, MoET officers or any other person, is considered a criminal offence and is subject to disciplinary measures under the Laws of Swaziland” (Swaziland Education Sector Policy, 26-27).

The prerequisite of schools is to provide a safe educational environment that is free from any form of violence. In a programme known as INQABA: Schools as Centres of Care and Support (SCCS), the MoET aims to raise consciousness among schools and teachers that schools should act as centres of care and support. The term *‘inqaba’* is a SiSwati word for fortress. The concept was adopted to suggest that Swazi schools are a safe haven for all children – the school as a centre for care and support. [*INQABA Schools Programme, 2011*]. The MoET advocates for a rights-based and inclusive approach to management and governance of schools, hence ensuring a safe and protective school (Education Sector Policy, 2011). Through this programme teachers and school administrators are encouraged to make the school environment child friendly.

In Swaziland, the protection and safety of the female learner of school-going age is also jeopardised by the conflicting traditional and western laws. While western laws prohibit the marriage of girls under the age of 18, traditional laws do not mention the age at which a girl may marry the traditional way to a male, which may not exclude their teachers. For example, the Times of

Swaziland (2012, January 7) reported that a school principal had *tekwaed* (traditionally married) a school girl. Another newspaper, the Swazi Mirror (2012, December 23 - January 12) reported that another school principal had impregnated a pupil. Although this latter behaviour cannot be considered cultural, the researcher believes that the Swazi culture encouraged it because when quizzed about such an act, the principal is reported to have said he would marry the pupil after all, and her parents were happy to have him as a son-in-law.

Additionally, teachers are expected to be guided by their professional code of conduct than they are by their culture or traditional laws. This is because their professional obligations should supersede their cultural inclinations and beliefs.

The current (2011) teacher education and training policy framework acknowledges the importance of revising pre-service teacher education curricula. The policy objectives place emphasis on increasing the number of qualified teachers to join the school system as it was discovered in 2007 that the country's teacher-pupil ratio was far too high. It states that its goal is "to increase the flow of student teachers into the profession and revise teacher education curricula to prepare teachers for competency-based education and training (CBET) and professionalize student teaching practice" (Swaziland Education Sector Policy, 2011:41).

The policy further states that one of its short term and long term goal is to ensure that the teacher training curricula projects at mainstreaming life skills, HIV and AIDS, STIs, and other disasters as realised such by the government. These should be made compulsory and examinable components of the teacher training curriculum. Emphasis is also placed on training of more teachers for courses in Information and Communication Technology (ICT), Early Childhood Care and Development (ECCD), Mathematics, Science, Design and Technology, as well as Business Studies. Leadership, instructional and financial institutional management for deputy principals and principals should also be an offering of the teacher training curriculum.

Worth noting about the policy is that emphasis is placed on the number of teachers produced, in the mentioned 'priority' areas. The professional calibre of such teachers is not considered. The researcher suggests this view because professional ethics is not included as one of the courses to be addressed by the teacher training curriculum. This study considers the lack of professional ethics among teachers as one of "the other disasters".

Creasy (2015:24) suggests to teacher training institutions to use the example of topics on professional training of their teachers. The example suggested is from Slippery Rock University of Pennsylvania, in their Student Teaching Handbook for 2015. The framework used at Slippery Rock has 4 domains for the teaching of professional ethics which they call Professional Responsibility:

1. Reflecting on Teaching

- ☐ articulates an understanding of lessons' goals and objectives
- ☐ states the strengths and weaknesses of lessons based on data
- ☐ analyses students' participation in terms of content comprehension
- ☐ encourages participation from diverse student populations
- ☐ writes reflections about lessons and refines subsequent instruction
- ☐ accepts feedback and implements recommendations
- ☐ develops written plans for improvement

2. Maintaining Accurate Records

- ☐ records and updates the results of students' assignments
- ☐ collects information about students' progress in a systematic manner
- ☐ analyses performance of students with diverse learning styles
- ☐ maintains records of non-instructional activities

3. Communicating with Families

- ☐ maintains confidentiality in all situations/settings
- ☐ communicates positive information and concerns to parents/caregivers
- ☐ engages family members/caregivers in the instructional programme

4. Working in and Contributing to the School and District

- ☐ establishes rapport with members of diverse populations
- ☐ seeks assistance from other professionals concerning teaching and learning
- ☐ participates in school-related activities

3 Growing and Developing Professionally

- ☐ participates in student teaching seminars and other required university events
- ☐ attends all required school and district professional development programmes
- ☐ shows evidence of participation in at least one professional organisation
- ☐ integrates information from professional publications into daily instruction
- ☐ articulates a philosophy of education that includes critical self-reflection
- ☐ assesses personal cultural perspective and its influence on interactions with others

4 Showing Professionalism

- ☐ attends promptly and regularly
- ☐ dresses professionally in the school setting
- ☐ practices personal hygiene and neat grooming
- ☐ completes schedules, assignments, and other paperwork on time
- ☐ completes work in the manner prescribed by the university and/or the school district
- ☐ complies with school and class rules
- ☐ uses relevant codes of ethics for the teaching profession
- ☐ follows proper procedures for reporting students' welfare and safety
- ☐ acts responsibly regarding school and personal property
- ☐ challenges stereotypical attitudes
- ☐ ensures that all students receive an equitable opportunity to succeed.

Although these topics may not necessarily provide a commonly accepted definition of professionalism in teacher education programmes, Creasy (2015) believes that they can assist other teacher training institutions as they

formulate their own programmes in an attempt to provide effective professional ethics education for their student teachers.

3.6 PROFESSIONAL CONSIDERATIONS

The Teaching Service Commission Act (1980) states that, a teacher must set a good example of professional conduct, in his person, and his behaviour, at all times to the children under his care. Also, he/she is expected, at all times, to follow the highest standards of professional conduct bearing in mind not to bring disrepute to the profession (MoET Government of Swaziland, 1980).

In addition to this, the Code of Ethical Standards and Practices for Teachers of Swaziland (1989), as adopted by the Swaziland National Association of Teachers (SNAT) stated in August 1989 that teachers should “constantly strive to achieve and maintain the highest degree of professional competence while upholding the honour, dignity, integrity and ethical standards of the teaching profession” (MoET, Government of Swaziland, 2011).

According to the TSC Act (1981) the minimum standards of professional conduct for teachers in Swaziland include, among other conditions:

The acceptance and practice of Christian principles by teachers as the best and surest foundation for a system of education. This may be a counsel of perfection, but every teacher should at least be expected to recognize that he has certain responsibilities to- the child under his care, the community in which he lives, his employer and the profession

In accordance with the TSC Act (1980), to the profession, a teacher recognizes that teaching is a vocation and more than mere gainful employment. He therefore undertakes to conduct himself according to the following rules:

- (a) To follow at all times the highest standard of professional conduct.*
- (b) To work conscientiously and with diligence and regularity.*

- (c) To set a good example in his conduct, his person and his dress at all times to the children under his care.*
- (d) To try continually to improve his standard of work and ability.*
- (e) To take an active part in all school activities both in and out of school.*
- (f) To acknowledge that failure to maintain a high professional standard may involve disciplinary penalty.*

Professional conduct for teachers in Swaziland therefore is well spelt out in this Act, particularly points (a) and (c) as they address the phenomenon being deliberated upon in this research study.

There are professional ethics regarding teacher–pupil relationships. According to the Swaziland Education and Training Sector Policy (2011:26) teacher-pupil relationships are considered a serious abuse of power over minors and, in addition to action in terms of criminal law; will be subject to disciplinary measures according to the TSC Act. This policy position, informed by relevant clauses in international education and human rights conventions, shall be integrated into a revised edition of the School Guide - Regulation Procedures document.

The Swaziland National Association of Teachers (SNAT) code of conduct (1989) also states that educators “shall not engage in improper intimate relationships with students under their care”. This implies that the teacher has to be guided by the principles of the profession and nothing else.

Many would argue that sometimes the learners ‘invite’ the teachers into the relationship, which then renders it consensual. According to the Swaziland Education and Training Sector Policy (2011:26) any person who exploits their position or authority over others, including learners who sexually entice educators or managers, shall be subject to disciplinary procedures. On the issue of learners sexually enticing teachers, Ntobong (2010) argues that the immaturity status of learners stops them from engaging in a relationship. The teacher’s role in this instance is to display their maturity and their professionalism. The teacher, being the reasonable and trained expert, should develop the learners and not take advantage of them.

A study carried out in Tanzania by Anangisye (2010:23) revealed that such a challenge on teacher ethics in the education system can be attributed to a number of factors, ranging from “the absence of a course related to teacher ethics, professional ‘incompetence’ of teacher educators, shortage of qualified teachers, lack of resources, the moral problem of society or the irresponsibility of parents and society”.

The problem of the deteriorating professional status of teachers and teaching in general has been identified and investigated by a substantial number of researchers. A study conducted by Ntobong (2010) in South Africa sought to investigate educators’ perceptions and understanding of South African law regarding sexual relationships with learners. This study was conducted from an educational law perspective, and sought educators’ views and knowledge on the subject. Other studies related to the present study were conducted by Anangisye in Tanzania in 2010 and 2013 respectively. Anangisye (2010) sought to investigate the initiatives and challenges of promoting ethics in teacher training colleges. Anangisye (2013) sought to investigate the practices and challenges of developing “quality teacher professionals”, through education and re-education.

Other studies related to the current study were conducted by Clark (2004); in New Zealand, Aultman, Williams-Johnson and Schutz (2009); in the United States of America, Caetano and Silva (2009); in Portugal, Betweli (2013); in Tanzania, Ishumi (2013); in Tanzania, Nanigopal (2015); in India, and Creasy (2015); in the U.S.A. These studies investigated the nature and reasons for professional misconduct by teachers, which included teacher-pupil relationships, the rationale for the inclusion of professional ethics in the teacher education curriculum, challenges for their inclusion, as well as the implications of their exclusion on the teaching profession.

The gap realized by the present study was from a curriculum (programme) evaluation perspective, as illustrated by the CIPP Curriculum Evaluation model underpinning this study. This view is also held by Kashora (2015) who

states that there is generally a lack of educational programmes evaluation data in sub-Saharan Africa. The lack of curriculum evaluation is pertinent to this study as it intended to contribute to the body of knowledge on the review of theory in light of the practice regarding pre-service teacher education.

3.7 LEGAL FRAMEWORKS FOR THE PROTECTION OF CHILDREN: A GLOBAL PERSPECTIVE

Article 34 of the United Nations convention on the rights of the child (article 34) states that countries should undertake to protect children from all forms of sexual exploitation and sexual abuse, prevent the inducement or coercion of a child to engage in any unlawful sexual activity (Starmer & Christou, 2005). In addition, Article 27 of The African Charter on the Rights and Welfare of children supports the above-mentioned Articles by stating that African states should undertake to protect children from all forms of sexual exploitation and sexual abuse. Swaziland is a signatory to both the convention and the charter, which implies that they are expected to comply with these set standards on ethical provisions on human rights, by virtue of being a member of both the African Union and the United Nations.

In support of the above, Section 24 of the South African Constitution states that “educators have a constitutional obligation to protect, promote and fulfil learners’ rights to education in a safe and disciplined school environment”. (Kroukamp, 2008: para 1).

In Swaziland, there are Legal Frameworks for the protection of children. The constitution of the Kingdom of Swaziland (article 29 (2), 2005), also states that “a child shall not be subjected to abuse or torture or other cruel inhumane and degrading treatment...us”

Furthermore, in Act 6 of the Swaziland Government Children’s Protection and Welfare Act, of 2012, it is stated that “abuse” in relation to the child means

any form of harm or ill-treatment deliberately inflicted on a child, and includes sexually abusing a child (Swaziland Government, 2012).

According to the Swaziland Education and Training Sector Policy (2011:26) any form of violence and/or abuse in schools; regardless of whether this is committed and/or perpetuated by learners, teachers, MoET officers or any other person, is considered a criminal offence and is subject to disciplinary measures under the Laws of Swaziland.

As the minimum standard of professional conduct for teachers in Swaziland, the Teaching Service Regulations, (1983) entails that “every teacher should at least be expected to recognise that he has certain responsibilities to the child under his care, the community in which he lives, his profession and his employer”. The TSC Act (1983) further stipulates that:

...a teacher agrees that his chief responsibility is towards the child under his care and that he has at all times a duty to give each child in and out of school in the development of his personality and as a member of the community.

...A teacher must therefore fully understand the community among which he works. He must at all times be ready to explain to his pupils their place in their families and in the community of which the family forms such an important part. He must explain to them their duty to obey all lawful authority and he should, by his own personal life, set them an example in these matters (MoET).

To say “by his own personal life, set them an example...” speaks more to this research about the expected professional conduct of teachers as stated by the Act. Indeed teachers should model good morals to their learners, as well as to the community they serve in.

The Swaziland National Association of Teachers (SNAT), to which most teachers are affiliated to, made it known that as a teachers’ union, they viewed the issue of teachers seeing girlfriends in pupils as of criminal nature since most of the pupils involved were below consenting age. (Swazi Observer, October 10, 2015). The teachers’ union went as far as making it known to all its members that it would no longer give teachers legal

representation in such matters for it considers them criminal in nature, and would allow the law to take its course.

The researcher believes this leaves one wondering as to what leads teachers to engage in such unbecoming behaviour when all the legal frameworks have been put in place.

3.7 CHAPTER SUMMARY

This chapter presented the review of literature related to the study. Literature was reviewed under broad headings including the significance of pre- training and in-service training of teachers. Also discussed was the significance of professional ethics education for teachers, as well as the rationale for its inclusion in the teacher training curriculum. Trends in teacher ethics education were also deliberated on. Of particular importance to this study was the relevance of the teacher education curriculum to professional ethics regarding teacher-pupil relationships. Thus, deliberations on the teacher training curriculum were considered significant. The next chapter presents the research design and methodology used in this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The aim of this chapter is to describe the research design adopted to guide the collection and analysis of data, methods and techniques of data collection, target population and sampling procedures, method of data analysis as well as the demarcation of the study. Ethical considerations are critical in this study as it is considered a sensitive study and are thus discussed. The descriptions of these components of the research methodology were directed at ascertaining the relevance of the teacher education curricula in Swaziland to professional ethics regarding teacher-pupil relationships.

4.2 DELIMITATIONS OF THE STUDY

The study was limited to the major teacher training institutions that offer primary school education and high school education in Swaziland, namely; University of Swaziland (UNISWA), Faculty of Education, Southern Africa Nazarene University (SANU), Faculty of Education, Swaziland College of Technology (SCOT), departments of Commercial and Technical Education, William Pitcher College (WPC), and Ngwane Teacher Training College (NTTC). The study also involved new teachers, with less than five years teaching experience, who are graduates from the same institutions.

4.3 RESEARCH DESIGN

A research design is an exposition of a plan on how the researcher intends to conduct the research (Mouton & Marais, 1992). The study made use of an embedded mixed method design. This design combined larger strands of qualitative and smaller strands of quantitative data collection and analysis. The dominant qualitative data set was considered most appropriate since the

study sought to examine the coverage of professional ethics by teacher education institutions, particularly issues of teacher-pupil relationships. The quantitative data had different questions and provided a supportive and secondary role. Both these research methods were used concurrently (De Vos et al., 2011). Creswell (2006:7) states that, by combining both qualitative and quantitative data sets “the researcher provides a better understanding of the problem than if either data set had been used individually”. Maree (2007:268) also acclaims this design as it allows the researcher to collect the two types of data at the same time.

The researcher believes that the quantitative data would help to describe the broader context of the qualitative data (De Vos, 2011:443), i.e. comparing what happens on the ground (practice), and with what is taught at institutions (theory). On the same premise, evaluation research implementation, which can adopt this design, aims to answer the questions: whether a programme has been properly implemented and whether the target group has been adequately covered (Mouton, 2001). The study sought to determine if the teacher education programmes, particularly professional ethics, were offered and properly implemented, especially issues bordering on teacher-pupil relationships.

4.4 POPULATION AND SAMPLE

Strydom (in De Vos, 2011:223) defines a population as the totality of persons..., case records or other sampling units with which the research problem is concerned.

4.4.1 Population

The target population for this study comprised teacher training lecturers (or HODs), final year student teachers from the five institutions of teacher training, and ‘new’ teachers (with less than five years) in the profession.

4.4.2 Sample and sampling

Cohen, Manion and Morrison (2007) affirm that much research stands or falls on the sampling. That is, how representative of the population the sample is. The term 'sample' implies the simultaneous existence of a population of which the sample is a smaller section, or a set of individuals selected from a population (De Vos, 2011). Put differently, a sample is a small portion of the total set of objects, events or persons from which a representative selection is made (*ibid*). Sampling allows the researcher to focus on a smaller group as it is not feasible to conduct the research with the entire population under study. Cohen et al., (2011) state that "the question of sampling arises directly out of the issue of defining the population on which the research will focus". This study employed three types of sampling techniques namely; simple random, purposive, and snowball sampling.

For this study, five HODs; one from each of the two universities – SANU and UNISWA and one from each of the teacher training colleges – Ngwane, William Pitcher and SCOT Teacher Training Colleges were sampled. The HODs were purposively selected based on the positions they hold. They were considered familiar with the curricula (programme of study and course content) offered by their faculties and departments. Purposive sampling assumes that respondents "are likely to be very knowledgeable and informative about the phenomena under question" (McMillan & Schumacher, 2001:401).

The new teachers selected to complete the questionnaire were 20 graduates from each of the five teacher training institutions, with five years teaching experience or less. A list of these teachers was requested from the TSC, with indicated that these new teachers had graduated between 2012 and 2015 and also indicated the schools they had been allocated to. Furthermore, 20 randomly selected teachers already in schools were sampled using snowballing sampling strategy (De Vos et al., 2011:230). When the number of teachers from each institution reached 20, the researcher considered the sample adequate. Cohen, Manion and Morrison (2007:112) assert that when

the population is large and widely dispersed, gathering a simple random sample poses administrative problems. In a particularly large community or across a country, for example, it would be impractical to select the new teachers randomly and spend an inordinate amount of time travelling about in order to test them. Cohen, Manion and Morrison (2007:112) suggest that by cluster sampling, the researcher can select a specific number of schools and test the participants in those selected schools, thus sampling a geographically close cluster.

During data collection, if it came to the researcher's attention that a teacher was no longer at a particular school, for whatever reason, the researcher would then proceed to the next school until the required number of participants was reached. This sampling strategy was considered appropriate by the researcher because it saves costs and time, and is relevant. To mitigate the loss of accuracy in using this sampling technique, the sample size comprised of 100 participants and was therefore large. As Strydom (in De Vos, 2011:231) states, "the more clusters drawn, the less the error that will occur..."

Participants for the focus group interviews were invited from each teacher training institution. From each institution, a group of eight final year student teachers were purposefully selected with the assistance of HODs. The lecturers were randomly selected from the final year class of student teachers which comprised of 40 participants. Maree (2007:90) posits that purposeful sampling of focus group participants is important to the success of the interview. The selected group members were considered as class representatives of final year students from each institution. Final year student teachers from each institution ranged between 60 and 100 students. Although findings from qualitative findings are not merely about making generalisations (De Vos, 2011:391), the researcher believed that this sample size was sufficient for this study. The researcher sought guidance on the number of group participants from De Vos (2011:366).

In total, 145 participants were selected for the study. This sample size was considered appropriate.

4.5 DATA COLLECTION METHODS

Data collection using all methods was done concurrently. The qualitative data collection strand was larger and the quantitative strand smaller and thus embedded within it. Qualitative data was collected through individual in-depth interviews with semi-structured questions, focus group interviews and documents. Conversely, quantitative data was collected through the use of a self-administered questionnaire. The quantitative data collected through the questionnaire was expected to enhance the qualitative data from the individual interviews, focus group interviews and documents.

4.5.1 In-depth Interviews

Anderson (1990) asserts that the interview is probably the most widely used method of data collection in educational research. He defines the interview as a form of communication between people for a specific purpose, far beyond a mere conversation.

Face-to-face individual interviews, with semi-structured and open-ended items were used for HODs from all five institutions of teacher training. The semi-structured interview is widely used by researchers “when one is interested in complexity or process, or when an issue is controversial or personal” (De Vos, 201:352). As previously mentioned in the background of the study, curriculum relevancy matters are somewhat complex, and may be deemed controversial at times; the interview proved to be an ideal tool for collecting data in this regard. Some of the complexities may be brought about by the sociological foundations upon which the curriculum is developed. In as much as the HODs may not have a ‘direct’ involvement in the curriculum development policies, they are expected to be ‘sources’ of the curriculum as important stakeholders in the implementation process. As a result, this researcher views the problem

being investigated to be complex and controversial on their part, which makes the interview ideal to get their perceptions.

The interview was also selected because it provides “direct verbal interaction between the interviewer and the subject” (Henning, 2013:73). Another advantage of the interview is the assumption that a respondent is chosen based on knowledgeability, hence the researcher may obtain honest, relevant and meaningful information. The interview was selected as an appropriate data collection instrument for HODs as they were considered to be knowledgeable about the curriculum of the teacher training programmes. This is further supported by Maree (2007:87) who states that the aim of the interview “is to always obtain rich descriptive data that will help you to understand the participant’s construction of knowledge and social reality”.

A semi-structured interview guide was prepared for the HODs against the research questions it was considered to address. The questions were open-ended to allow the researcher to draw more elaborate information by probing further on other interesting subjects as they emerged during the interview (De Vos, 2011). The guide assisted the researcher in collecting relevant information and in rephrasing questions that were vague or unsatisfactory.

The face-to-face interview had the advantage of being objective, while still permitting a more thorough and clearer understanding of the respondents’ opinions and feelings, as well as the reasons behind them. It should be noted that the questions were not meant to dictate but to only indicate the general areas the interviewer wished to explore, (refer to Appendix F)). Other questions emanated from the participants. Additional advantages and disadvantages of the interview are provided below (Creswell (2014) :

Advantages:

- Collecting complete information with greater understanding;
- More personal, as compared to questionnaires, which allows higher response rates; and,
- Provides researcher with more control over the order and flow of questions.

Disadvantages:

- Data analysis can be a mammoth task — especially when there is a lot of qualitative data;
- Interviewing can be tiresome for large numbers of participants; and,
- Risk of bias is high due to fatigue and in becoming too involved with interviewees.

4.5.2 Focus group interviews

The focus group interview was another technique used. It assists with interpreting, elaborating or corroborating data obtained from other instruments (McMillan & Schumacher, 2001). Barnett (2002) asserts that focus groups in research may be conducted to assist with programme development or evaluation. This suggests that they provide valuable insight into whether a programme or service has achieved the desired goals. Although this definition can be criticised for omitting 'interview', the researcher deems it an appropriate definition considering the aim of the study; which sought to obtain insight into the professional ethics training programmes provided by the Swaziland teacher training institutions.

Moreover, focus group interviews are a means of better understanding how people feel or think about an issue, product or service. The selected participants have common characteristics that relate to the topic they are being interviewed on. De Vos (2011) supports this notion by suggesting that the focus group emphasis is on some kind of collective activity. The

researcher believes that this data gathering technique was ideal for the study as it provides information on how the student teachers feel or what they think about their training on professional ethics as teachers; as a product or service they were offered by the teacher training institutions. The different groups' participants were focused on teacher training – which is their collective activity. Krueger (1988) provides focus group advantages:

- Give information on how groups of people think or feel about a particular topic;
- Help improve the planning and design of new programmes; and,
- Provide means of evaluating existing programmes.

These advantages of the focus group interview make it an appropriate data gathering technique for the objectives of the study.

4.5.3 Questionnaire

The questionnaire was another tool used to solicit information from new teachers with less than five years' experience in the teaching profession. Mahlangu (1987:79) affirms that “the questionnaire is efficient and practical, and is widely employed in educational research”. According to Abawi (2013), a questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Advantages of the questionnaire are provided by Abawi as:

Advantages:

- Measures both qualitative and quantitative data;
- Suitable for mixed methods research;
- Allows for collection of subjective and objective data from large sample; and,
- Great tool for the protection of respondents' privacy.

These advantages of the questionnaire make it appropriate for the study as it was administered on a large sample (100 teachers) and with minimal

resources. Conversely, a key disadvantage of the questionnaire is that the validity of data and information is based on respondents' honesty.

Furthermore, the questionnaire was designed for the new teachers from the teacher training institutions under study. The questionnaire structure prepared for the study is supported by Abawi (2013:3) who concedes that the questionnaire solicits these kinds of Information: knowledge, beliefs, behaviour, attributes, and aspirations. Knowledge concerns what people know and how well they understand it. Beliefs concern peoples' attitudes and opinions. Behaviour concerns what people actually do. Attributes concern what people are, and what they have. Aspirations concern what people plan to do. All these kinds of information were implored by the designed questionnaire, in line with the research questions addressed in the study.

Questionnaire items included structured, semi-structured and open-ended questions. A provision for unanticipated responses was also made, for example, provisions for "any other", "specify" were made. The questionnaire covered the background of the respondents, their qualifications, institutions they attended, teaching experience in years, and the level they were teaching. The questionnaire for new teachers had five parts grouped under the following sections:

Part A –Requested demographic information such as: gender, qualification, teacher training institution attended, teaching experience, and their level of teaching.

Part B – Consisted of a list of statements regarding the respondent's knowledge and exposure to professional ethics. The responses to these statements ranged from "**Agree to Strongly Disagree**".

Part C – Consisted of a list of statements regarding the respondent's views about the relevance of teacher training, with specific to teacher-pupil

relationships. The responses to these statements ranged from “**Agree to Strongly Disagree**”.

Part D – Consisted of a list of statements regarding the respondents’ views on how to improve the teacher training curriculum, with specific reference to teacher-pupil relationships. The responses to these statements ranged from “**Agree to Strongly Disagree**”.

Data from parts B, C, and D of the questionnaire was rated using the Likert scale rating in figure 4.1:

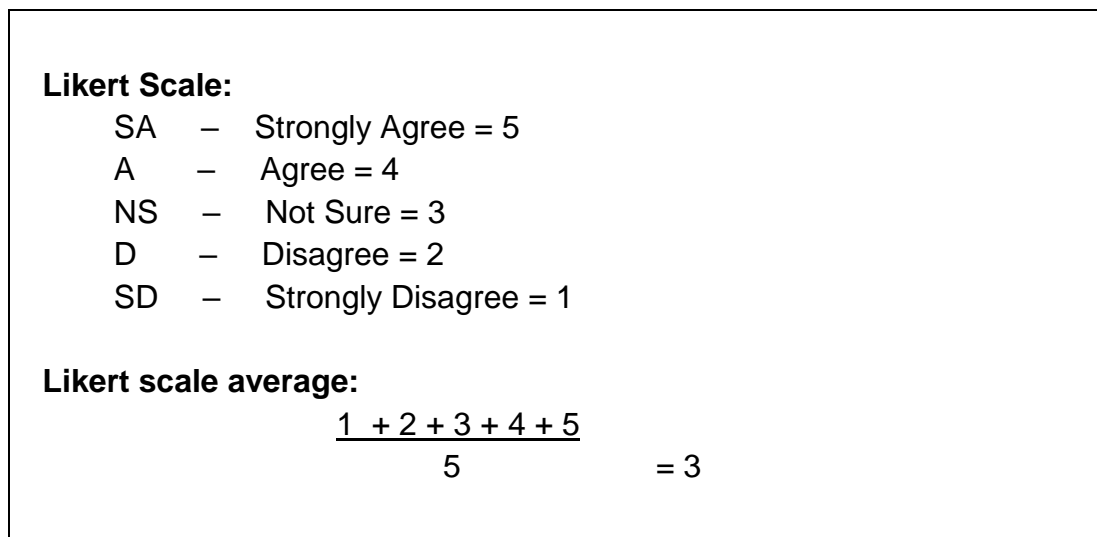


Figure 4.1 Likert scale rating for the study

Part E – Consisted of open-ended items requesting the teachers’ perceptions of their teacher training course content and how it can be improved.

4.5.4 Document analysis

Documents from all five institutions of teacher education were used for data collection. De Vos (2011) states that using a combination of procedures such as document study, observation and interviewing enables the researcher to easily validate and cross-check findings. Each data source has

its strengths and weaknesses; however, using a combination strengthens and compensates for the weaknesses of another technique. Furthermore, this becomes a triangulation strategy and improves the credibility of data. Tichapondwa (2013) supports De Vos (2011) by further adding that document analysis complements interviews, focus group discussions and questionnaires by providing data that may not be addressed by these.

Table 4.1: Sample of documents and data analysed

Documents selected	Data Analysed
Policy documents	Historical background Entry requirements Religious affiliation
Rules and Regulations	Programs offered Academic performance Code of conduct
Curriculum/Syllabi	Programme structure Core curriculum Electives
Course outlines	Course descriptions Course aims and objectives List of topics Course duration, Assessment
Students' Handbooks	guidelines and procedures code of conduct
Visions, Mission statements, and Mottos	beliefs, aspirations, values code of conduct

Table 4.1 lists the document types that were used to collect data from the institutions, so as to investigate the relevance of the teacher training curricula to professional ethics, regarding teacher-pupil relationships and how they promote professional ethics.

Documents used for this study were official documents such as university and college policy documents, syllabus documents, programme specifications, course outlines, vision and mission statements, and media articles; including internet sites, which were integrated with data sourced from course outlines ranging from first year to final year programmes. This allowance in range provided for differences among the institutions, in terms of levels; to determine if professional ethics courses are included within a student teacher's full programme of study. The researcher requested these documents from the relevant departments, lecturers and student teachers, (refer to appendix M for permission seeking the documents). As McMillan and Schumacher (2001:42) put it "...the researcher finds these documents at the side". They further add that "these documents suggest the official perspective on a topic, issue or process" (McMillan & Schumacher, 2001: 452).

Document analysis is often used in combination with other qualitative research methods as a means of triangulation, provided that the study is of the same phenomenon. The qualitative researcher is expected to draw at least two sources of evidence; that is, to seek convergence and corroboration through the use of different data sources and methods (Bowen, 2009).

Document analysis is also considered very useful in mixed method studies, like the present study. Bowen (2009) indicated that "documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem".

A key advantage of documents is that they are unobtrusive and non-reactive, thus can yield a lot of data about the values and beliefs of participants and their sites. This was useful in the present study when analysing the vision and mission statements of teacher education institutions where the researcher concluded about the calibre of teachers they 'aimed' to produce. This proved relevant since the study sought to investigate the role

of teacher training institutions in the training of teachers on professional ethics.

4.6 PROCEDURE FOR DATA COLLECTION

This study used an embedded mixed method design. It should be noted that qualitative and quantitative data were collected concurrently.

4.6.1 Permission

Permission to commence data collection for this study was granted by the UNISA Ethics Review Committee (Appendix A). Permission to conduct research in Swaziland was sought and granted by the Director of Education at the MoET (Appendix B). This letter of permission was very useful to the researcher as it was addressed to Regional Education Officers (REOs), college principals and heads of schools; who were the gatekeepers in all the research areas. It made the work of the researcher much easier as it was addressed to all the relevant individuals. Attached to this letter were detailed letters seeking permission from the teacher training institutions for HODs, student teachers and documents required for the study (refer to Appendices C, D, G, K and M).

4.6.2 Data collection

After permission to commence data collection had been granted the process of collecting data began. Collecting data using all methods ran concurrently.

4.6.2.1 Interviews with HODs

After presenting the institution with the letter from the Director of Education (Appendix B) allowing the researcher to conduct this research, a letter seeking permission to conduct research at the institutions (Appendix C) was also presented to each institution. Individual letters (Appendix D) requesting HODs to participate in the study were also presented. The HODs were given time to read the letters of request and provide consent (Appendix E) for the

interviews. Individual face-to-face interviews were pre-arranged telephonically with participants. The researcher also made physical appointments where necessary. The HODs in the institutions were interviewed individually in the comfort of their offices or other places convenient to them on the agreed dates and time. With their knowledge and permission, interviews were digitally recorded while the researcher also took down notes from the interview.

The interview was started with the researcher thanking participant for agreeing to take part in the study. The researcher explained the aim and significance of the interview and asked participants to raise any concerns they could have and clarify on the consent form they were given requesting their participation in the study (refer to appendix D). Such issues bordered on what they had seen and signed for in the consent forms given earlier. The clarity on issues raised was made by the researcher. The researcher promised the participants to communicate the findings and recommendations to them as a mark of appreciation. Participants were at liberty to choose the language they preferred during the interview, of which the researcher was absolutely familiar with all the languages preferred by participants.

The face - to - face interviews addressed the following research questions:

- Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
- What topics related to professional teacher-pupil relationships are covered by teacher education courses?
- To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?
- How can teacher training institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

The interview schedule used to collect data from the interviewees (HODs) to address the above research questions had the following items:

- In your opinion, does the teacher education programme offered by your institution support student teachers' knowledge on professional ethics regarding relationships with learners?
- As a teacher training institution, do you have a course that deals with professional ethics for teachers? Please provide me with the course name?
- Do you think the level of the student teachers' programme at which the course is taught is suitable? Please explain why you think so?
- How does the course address professional ethics regarding teacher-pupil relationships?
- Is there any other way, apart from the transmission of the curriculum that your institution ensures that the teachers you produce comply with the highest professional conduct regarding relationships with learners?
- How do you think as a teacher education institution you can assist to alleviate the problem of teacher-pupil intimate relationships facing education in Swaziland?

4.6.2.2 Focus group interviews with final year student teachers

After letters seeking permission to conduct research at the institutions (Appendices B and C) were presented to the institutions, focus group interview participants were purposefully selected with the help of HODs at the respective institutions. From the group of final year student teachers', participants were randomly selected. The researcher suggested that lecturers use the students' class list to select eight student teachers, four males and four females; for gender-balance purposes. Each of these students was then provided with individual consent and confidentiality agreements to read and sign (refer to Appendix H). After subsequent correspondence with focus group participants and their lecturers, the interviews commenced at a unanimously agreed venue that was convenient to the group, often times on campus. The interviews took place at the campus, after arrangements were made with the HODs and participants. Either the boardroom or unused classroom was used

as it was the preference of the group and the reason for their preference was that they were comfortable with the chosen environment.

The interview started with welcome remarks by the researcher, who acted as both interviewer and moderator due to financial constraints. There were opportunities raised to whatever concerns they might have before the interview started. Such issues bordered on the information that was provided in the consent forms they signed earlier. The researcher clarified the issues and concerns that were raised. Ground rules to help guide the discussion were laid down by the researcher. The researcher promised the groups to communicate the findings and recommendations to them as a mark of appreciation. Participants were at liberty to choose the language they preferred during the interviews, of which the researcher was familiar with all the languages preferred by participants. Before the interview started, student teachers were asked whether they would like to participate and were all in agreement.

Each of the five group interviews lasted an hour. They were also given the reassurance that they were at liberty to withdraw from the interview at any time, if they so wished. With their knowledge and permission, interviews were digitally recorded and notes were transcribed during the interviews for use during the analysis stage.

The focus group interviews addressed the following research questions:

- Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
- What topics related to professional teacher-pupil relationships are covered by teacher education courses?
- To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?

- How can teacher training institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

The focus group interview schedule used to collect data from participants to address the above research questions had the following items:

- Were you offered a course at your institution of teacher education that deals with professional ethics at any level of the programme of your study? If yes, what was the course name?
- Apart from the prescribed courses, how do you think the college or university ensures promoting professional ethics among its student teachers?
- What have you been taught about teacher-pupil intimate relationships as part of your programme of study?
- Do you think the teacher training courses offered are enough to help minimise the continuing problem of teacher-pupil intimate relationships? Please elaborate?
- What do you know about the TSC Rules and Regulations concerning professional ethics regarding teacher-pupil relationships?
- How would you like to see the course content on professional ethics changed or improved by teacher education institutions?
- What do you think can be done by teacher education institutions to deal with the continuing problem of teacher-pupil relationships in schools?

4.6.2.3 Questionnaire administration on new teachers

For the administration of the questionnaires, the researcher sought permission from the heads of schools (gate keepers) to sample the new teachers in the study. The permission letter from the Director of education (Appendix B) proved useful and it most of the head teachers were aware it had to be produced by the researcher. Heads of schools helped in identifying

such teachers since they had records of all their respective teachers, in terms of where they studied and when they acquired their qualifications.

Questionnaires with consent letters (Appendix K) were hand delivered to the 100 new teachers at their respective schools by the researcher. The letters explained the purpose of the research study and the role of each anticipated respondent. Teachers were given a week to complete questionnaires after which the researcher collected them to ensure that they had all been completed and returned.

The questionnaires were used to address the following research questions:

- Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
- What topics related to professional teacher-pupil relationships are covered by teacher education courses?
- To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?
- How can teacher education institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

The questionnaire used to collect data from the new teachers addressed the above-mentioned research questions had items as depicted in the structure outlined in 4.5.3.

4.6.2.4 Document analysis

After letters seeking permission to conduct research at the institutions (Appendices B and C) were presented, a formal application letter requesting documents was presented by the researcher (refer to Appendix M). Documents for data collection were obtained from the teacher training institutions. These documents included primary and official data sources; such as curriculum or syllabus documents, unit specifications or course outlines, student's transcripts, rules and regulations, and vision and mission statements.

The documents were expected to address the following research questions:

- Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
- What topics related to professional teacher-pupil relationships are covered by teacher education courses?
- To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?

4.7 DATA ANALYSIS

Data analysis entails the process of systematically finding and arranging the data collection techniques by the researcher in a way they will clearly understand and be in a position to present to others (Bogdan & Biklen, 1992). Since this research study used the mixed method embedded design, a combination of qualitative and quantitative methods of analysis were used to analyse the data in accordance with the research questions, concurrently.

Data from the conducted research was expected to address the following research questions:

1. Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
2. What topics related to professional teacher-pupil relationships are covered by teacher education courses?
3. To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?
4. How can teacher training institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

This study used a mixed method embedded design. Combinations of qualitative and quantitative methods of data analysis were used to analyse the qualitative and quantitative data in accordance with the research

questions. Qualitative researchers integrate the operations of organising, analysing and interpreting data and call the process “data analysis” (McMillan & Schumacher, 2001:466). The qualitative data from individual interviews, focus group interviews, and documents was analysed inductively using themes and categories.

The qualitative data from individual interviews, focus group interviews and documents was analysed by classifying it into themes and categories. Participants were also quoted verbatim. Findings from documents sourced from the selected teacher training institutions, such as; curriculum documents, programme specifications or syllabi, course outlines, rules and regulations, and vision and mission statements, were subjected to content analysis in accordance with the research questions that they sought to address.

Data were presented in tables, pie charts, and written narratively. Quantitative data from questionnaires was analysed using descriptive statistics such as frequencies, percentages, means and standard deviation as presented in Table 4.2:

Table 4.2: Data analysis in relation to the research questions

Research Question	Tools for Data collection	Type of items	Analysis	
			Qualitative	Quantitative
1. Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?	Interview	Semi-structured, open-ended	Descriptive	Frequency, Percentage
	Focus group	Structured, open-ended	Descriptive	-----
	Questionnaire	Structured, open-ended	-----	Frequency, Percentage, Mean, Standard deviation
	Documents	-----	Descriptive	-----
2. What topics related to professional teacher-pupil relationships are covered by teacher education courses?	Interview	Semi-structured, open-ended	Descriptive	Frequency Percentage
	Focus group	Semi-structured, open-ended	Descriptive	-----
	Questionnaire	Structured, open-ended	-----	Frequency, Percentage, Standard deviation
	Documents	-----	Descriptive	-----
3. To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?	Interview	Semi-structured, open-ended	Descriptive	Frequency, Percentage
	Focus group	Structured, open-ended	Descriptive	-----
	Questionnaire	Structured, open-ended	-----	Frequency, Percentage, Mean, Standard deviation
	Documents	-----	Descriptive	-----

4. How can teacher training institutions be supported to promote professional ethics education regarding teacher-pupil relationships in Swaziland?	Interview	Semi-structured, open-ended	Descriptive	Frequency, Percentage
	Focus group	Structured, open-ended	Descriptive	-----
	Questionnaire	Structured, open-ended	-----	Frequency, Percentage, Mean, Standard deviation

4.8 RELIABILITY AND VALIDITY

Ensuring the reliability and validity of instruments is an important consideration in research as it ensures the reliability and validity of the research findings. The interview guides for both the focus group and college heads were drafted against the research questions and objectives of the study. The questionnaire was also formulated in accordance with the research questions and objectives. It was therefore necessary to check for ambiguity, confusion and poorly prepared items, hence the reliability of the instruments was ensured through a pilot study. Pilot testing is supported by Wang and Park (2016:110) who state that it provides the researcher a sense of how the questions are understood and interpreted by the respondents.

4.8.1 Reliability

Both the individual and focus group interviews were pilot-tested at a teacher training institution within close proximity of the researcher. Face-to-face interviews with two HODs were arranged and conducted, after explaining what was required of them. The responses provided by respondents illuminated how and which questions, for both the individual and focus group interview guides, needed clarity and how they could be revised and improved.

Questionnaires were also distributed among 10 respondents in five different schools within convenient reach of the researcher. Space was provided for respondents to write comments about individual items. The responses provided were used to determine which questions needed clarity and how they could be revised and improved. After completion of this process, all the instruments were thus considered valid (McMillan & Schumacher, 2014:221).

4.8.2 Validity

The use of several or mixed method strategies for data collection permitted the triangulation of data, and yielded varying insights about the research problem, and hence increased the credibility of findings (McMillan & Schumacher, 2014:355). This view by McMillan and Schumacher is in line with that of Cohen and Manion (1994) who posit that one way of validating data is to compare it with another measure, if the two measures agree; it is assumed that the validity of one is compared with the proven validity of the other measure.

Bowen (2009) also states that by triangulating data, the researcher attempts to provide 'a confluence of evidence that breeds credibility' in a study. He continues to contend that, "by examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study" (Bowen, 2009:28). Triangulation helps the researcher guard against a study's findings being simply an artifact of a single method, and hence reduces investigator's bias and improves the study's credibility and validity. also supporting this view are McMillan and Schumacher (2014:123) when they say by triangulating data, the researcher attempts to provide 'a confluence of evidence that breeds credibility'.

Furthermore, the researcher made an effort to achieve the credibility of data by listening to participants carefully and then present their views accurately, and by avoiding her own feelings about the issue under research.

4.9 ETHICAL CONSIDERATIONS

Prior to conducting the study, permission was sought from the MoET. The Director of education allowed the researcher, through a written official letter addressed to all the participating institutions and schools, to commence data collection. The researcher then sought permission to conduct research at the different institutions with written letters from the deans of faculties of education at the universities and principals from the colleges, with details of who would be sampled and how. Informed consent was individually sought from all the respondents, and were made to do so in writing.

Informed letters of consent for individual participants for the interviews, focus groups and questionnaires were provided prior data collection (Appendix E and H). These letters explained the purpose and significance of the research study. "Written informed consent becomes a necessary condition rather than a luxury or an impediment", (De Vos, 2011:117). The respondents' permission to digitally record the interviews was also sought. These procedures are supported by Henning et al., (2004:66-73).

Respondents were informed about the nature, purpose and significance of the study as well as the potential discomfort it might cause to them due to the sensitivity of the issues under investigation. They were also assured of confidentiality and that their anonymity was guaranteed. As the study is considered sensitive in nature, emotional harm on participants was anticipated, especially during the focus group interviews. To minimise the probable emotional damage, arrangements for psychological counselling with a local registered psychologist (Appendix I) were made. This was to ensure that participants are not harmed during the research process (De Vos et al., 2011). Respondents were also informed that they were free to decline participation or to withdraw from participation at any time.

4.10 LIMITATIONS

Many limitations witnessed relate to the practical problems in the research process than there were limitations in the study itself. Conversations about sexuality are frowned upon in the African communities, thus it is a challenge to discuss it. This is due to a number of reasons including: socialisation; which involves culture, age and gender barriers. During this study, some participants, particularly the student teachers, found it difficult to open up about their understanding and perceptions of sexual relationships among teachers and learners due to the reasons already stated. It was through the researcher's interviewing and probing skills that some eventually proved to be participatory in the discussions.

Additionally, even though they had consented to taking part in the research, some student teachers were uncomfortable with divulging important information about how their curriculum was implemented for fear of "selling out" their lecturers, even though they were final year students. The researcher assured the student teachers of their anonymity and confidentiality of research findings; that the results of the study were significant but would only be used for academic purposes and that nobody else but the researcher would have access to their responses.

The geographical locations of the other teacher education institutions posed another challenge, specifically Ngwane Teacher Training College located 200km's away from the researcher. Conducting face-to-face interviews with the heads of education departments (HOD's) in the institutions and the focus group interviews with the student teachers proved to be a financially taxing and laborious exercise.

Delays to acquire permission for commencing with data collection from the Director of Education – MoET took longer than expected, thus, upon commencement it became difficult to get hold of the student teachers in some of the institutions as they were either writing examinations or on teaching practice. Also, to put together a focus group from one of the teacher training

institutions, for example, the researcher had to intercept them from their practising schools and transport them individually to the agreed venue. This was another financial strain on the part of the researcher.

Furthermore, most of the lecturers (HODs) also had tight schedules to agree to interviews; they were either marking examinations or on teaching practice supervision. The fact that the researcher is a full-time lecturer at one of the teacher training institutions under study and a part-time student of the University of South Africa (UNISA), meant that she was in the same predicament; conducting examinations and marking examination scripts, which was soon followed by teaching practice supervision. This was therefore a very busy period for all involved. However, through persuasion and negotiation, the researcher did her best to conduct the interviews within such tight schedules.

The researcher experienced another limitation during the focus group interviews; although prior arrangements with participants had been made and consented to, some participants did not show up on the day, resulting in a smaller sample taking part in the focus group than it had been planned. This was witnessed when in one group the researcher expected ten participants, but instead only the required eight showed up for the interview. The interview went ahead since eight is an acceptable size for a group interview.

Yet another limitation concerning the administration of the questionnaires came to light. Although respondents were given ample time to complete the questionnaire, the researcher discovered on the collection date that some questionnaires had either been misplaced, left at home or incomplete. The researcher had to wait while the respondents completed them, or had to return at a later date to collect them.

4.11 CHAPTER SUMMARY

This chapter discussed the methodologies used in the study. This entailed the research design adopted to guide the collection and analysis of data for the study. The research approach, methods and techniques for data collection and analysis were described in greater detail and justifications were made. The target population and sampling procedures were also described and justified. Ethical issues were well deliberated in this chapter, and were considered critical since the study was regarded a sensitive study. Chapter five presents analyses and discusses the findings of the study.

CHAPTER 5

ANALYSIS, PRESENTATION, AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter presents the data analysis which is guided by the research problem, purpose of the study, and the research questions. The aim of the study was to investigate whether professional ethics, particularly teacher-pupil relationships, are included in the student teachers' programme of study, and to what extent (scope). Combinations of qualitative and quantitative methods were concurrently used to analyse the data, in accordance with the research questions. The research objectives were used to formulate a summary of the discussion of findings.

The qualitative data from individual interviews, focus group interviews and documents was analysed inductively using themes and categories, where appropriate. Participants were also quoted verbatim. On the other hand, quantitative data from questionnaires were analysed using descriptive statistics such as frequencies, percentages, means and standard deviations. The method of data analysis is illustrated in Table 4.2. The results of the study were presented by means of tables, pie charts, and narratives; in line with the research objectives and instruments of data collection used.

The data collection methods used were face-to-face interviews, focus group interviews, questionnaires and document analysis.

Semi-structured face-to-face interviews were used to obtain data from HODs in the teacher training institutions; through which the content, dispensation and relevance of the teacher education curriculum regarding professional teacher-pupil relationships became known to the researcher. The perceptions, views, comments and suggestions of the participants were analysed and reported in accordance with the research questions and objectives.

- Focus group interviews were used to solicit data from final year student teachers from the teacher training institutions under study;

through which the researcher ascertained their knowledge and perceptions of their teacher training curriculum on professional ethics, particularly teacher pupil relationships. The perceptions, views, comments and suggestions of the participants were analysed and reported in accordance with the research questions and objectives.

- Questionnaires were used to obtain data from new teachers, who were graduates, from all the teacher training institutions under study; through which the researcher investigated their knowledge, perceptions and relevance of their teacher training curriculum on professional ethics regarding teacher-pupil relationships. The perceptions, views, comments and suggestions of the respondents were analysed and reported in accordance with the research questions and objectives.
- Documents from the teacher training institutions under study were used to investigate how the institutions promote professional ethics, and the relevance of their teacher training curricula on professional ethics regarding teacher-pupil relationships. Documents included rules and regulations, curriculum documents, programme specifications or syllabi, course outlines, visions and mission statements.

5.2 DEMOGRAPHIC AND BACKGROUND INFORMATION

5.2.1 Demographic data of interview participants

Five HODs from teacher training institutions were interviewed separately. The HODs were coded to protect their names and ensure anonymity. This demographic data is presented in Table 5.1:

Table 5.1: Demographic data of HODs

Respondent	Gender	Number of years in position	Highest Qualification	Date and place of interview
UH1	F	4	PhD – Education	21.09.2016, respondent's office
UH2	F	10	MEd – Curriculum and Teaching	19.07.2016, faculty boardroom
CH1	F	7	MEd – Education Management	19.05.2016, respondent's office
CH2	M	3	BA + PGCE	18.05.2016 respondent's office
CH3	M	5	BCom + PGCE	18.07.2016, faculty boardroom

Table 5.1 indicates the demographic data of HODs in the five teacher training institutions the researcher sampled about the content, dispensation and relevance of the teacher education curriculum regarding professional ethics. Semi-structured interviews were used to collect data, which was recorded and later transcribed. These were followed by verbatim narratives of the data collected. In qualitative data analysis, the researcher aims to gain new understanding of the situations and processes being investigated (Creswell, 1994:153).

5.2.2 Demographic data of focus group participants

Data was also collected through conducting five focus group interviews with 40 final year student teachers from the teacher training institutions under

study. The focus groups aimed to ascertain the respondents' knowledge and perceptions of their teacher training curriculum on professional ethics, particularly teacher pupil relationships. This demographic information is presented in Table 5.2.

Table 5.2: Demographic data of focus group participants.

Focus Group	Teacher Education Programme	Date and Place of Interview	Number of Participants	Gender of Participants	Area of Specialisation
FG 1 (UNISWA)	4-year BA Humanities, 1 year PGCE	Date: 22.05.2016 Venue: IDE lecture room	8	Mixed: 4 male 4 female	Humanities: History and Theology, and Religious Studies, African Languages and Literature
FG 2 (SANU)	3-year Primary Teacher's Diploma (PTD)	Date: 16.05.2016 Venue: FOE conference room	8	Mixed: 4 female 4 male	Social Studies, Languages, Maths and Science
FG 3 (WPC)	3-year PTD and 3-year Secondary Teachers' Diploma (STD)	Date: 18.05.2016 Venue: Education boardroom	8	Mixed: 4 male 4 female	Social Studies, Languages, Maths and Science
FG 4 (NGWANE)	3-year Primary Teacher's Diploma PTD	Date: 19.05.2016 Venue: Education lecture room	8	Mixed: 4 male 4 female	Social Studies, Languages, Maths and Science, Agriculture

FG 5 (SCOT)	3- year Secondary Teachers' Diploma (STD)	Date: 22.06.2016 Venue: SANU conference room	8	Mixed: 4 male 4 female	Business Studies, Design and Technology
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Table 5.2 indicates the demographic data of the five focus group interviews conducted with 40 final year student teachers from the teacher training institutions under study, with eight students per group. From these focus group interviews, the researcher ascertained their knowledge of professional ethics and perceptions of their teacher training curriculum on professional ethics, particularly in teacher pupil relationships.

5.2.3 Demographic data of questionnaire respondents

A questionnaire was designed to source data from the new teachers (with less than five years teaching experience). The researcher sought to investigate their knowledge of professional ethics, their perceptions on the relevance of the teacher training curriculum to professional ethics regarding teacher- pupil relationships that they had been exposed to while at teacher training institutions, and how they felt the programme could be improved. The new teachers, whom the researcher sampled, were solicited were graduates from the five teacher training institutions: UNISWA, SANU, WPC, NTTC and SCOT. 20 teachers from each institution completed and returned the questionnaire. Table 5.3 presents the respondents of the questionnaire per institution.

Table 5.3: Questionnaire respondents per institution.

Institution	No. of teachers	No. of questionnaires Cumulative F (%)
UNISWA	20	0 – 20
SANU	20	21 - 40
WPC	20	41 - 60
NTTC	20	61 - 80
SCOT	20	81 - 100
	Total (N) 100	Total (%) 100

The questionnaire required the respondents to provide their biographical information such as:

- Gender
- Qualification
- Institution where qualification was obtained
- Experience as teacher
- Level of teaching

GENDER OF RESPONDENTS

Figure 5.1 indicates that 53% of the new teachers selected were males and 47% were females. Although gender was not an issue in this study, the data indicates that there were more male teachers than female teachers. This is in contrast to what a study conducted by Shongwe (2007) discovered; that more female students enrolled for the teaching profession as compared to their male counterparts.

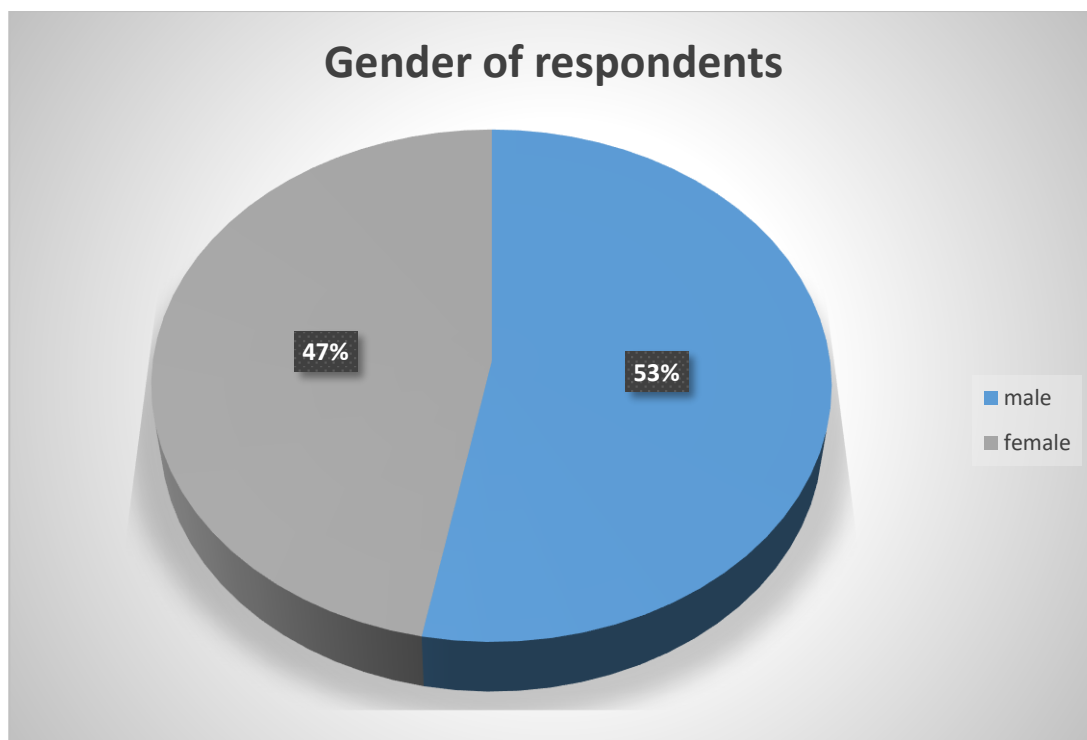


Figure 5.1: Distribution of new teachers according to gender.

QUALIFICATIONS OF RESPONDENTS

Figure 5.2 reveals that a majority (52%) of the new teachers hold PTD's. This may be attributed to the fact that three of the teacher training institutions, SANU, WPC and NTTC, offered the PTD qualification. Figure 5.2 further depicts that 28% of the new teachers hold STD qualifications. Two institutions, WPC and SCOT, offered this qualification. In addition, 14% hold Bachelor of Arts in Humanities (BA Hums.) and PGCE qualifications. UNISWA offers both these programmes.

The 6% allocated to 'others' includes new teachers who hold Bachelor of Science (BSc. + PGCE), Bachelor of Science in Agriculture (BSc. Agric.), and Bachelor of Science in Consumer Science Education (BSc. Cons. Sc. Ed.) degrees.

It should be further noted that some respondents from the latter group did not undergo teaching training, however, due to a number of factors; ranging

from shortage of teachers in the respective areas to a lack of relevant employment opportunities, they have been employed as teacher. Both groups of teachers would be expected to have different levels of knowledge and exposure to the teacher training curriculum, as well as their perceptions of it.

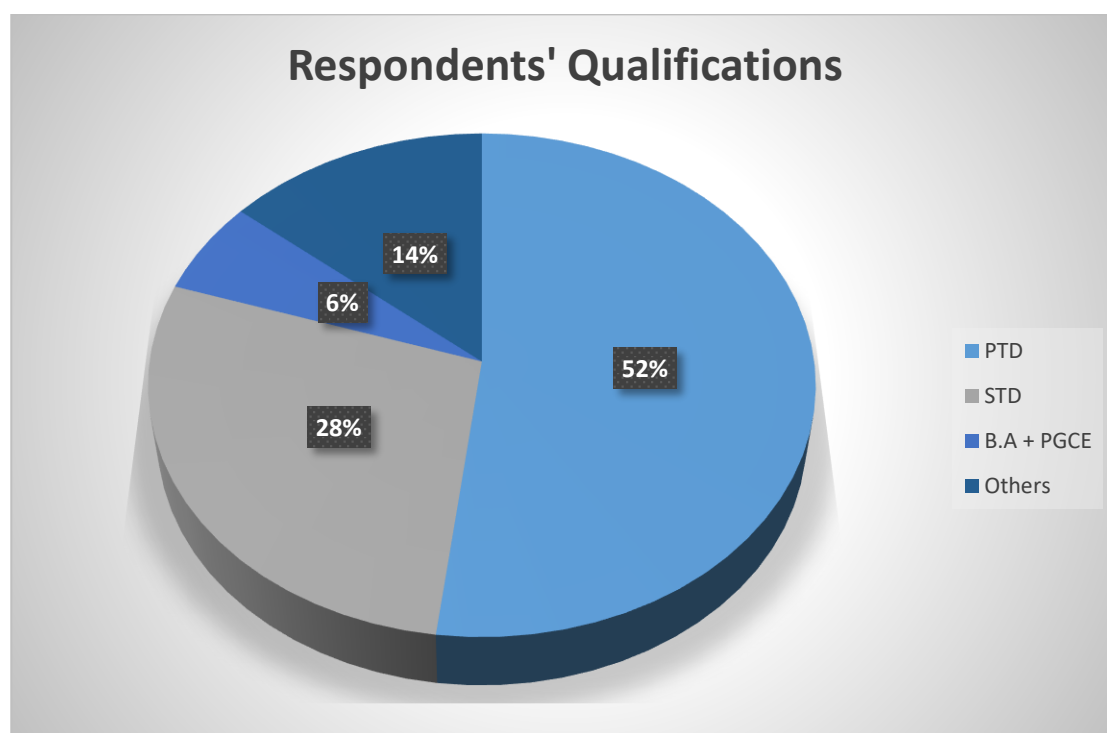


Figure 5.2: Qualifications of new teachers.

INSTITUTIONS WHERE QUALIFICATIONS WERE OBTAINED

Figure 5.3 presents the five teacher training institutions where the new teachers were awarded their qualifications: These institutions are listed as follows: UNISWA, SANU, WPC, NTTC and SCOT. 20 teachers from each institution responded to the questionnaire.

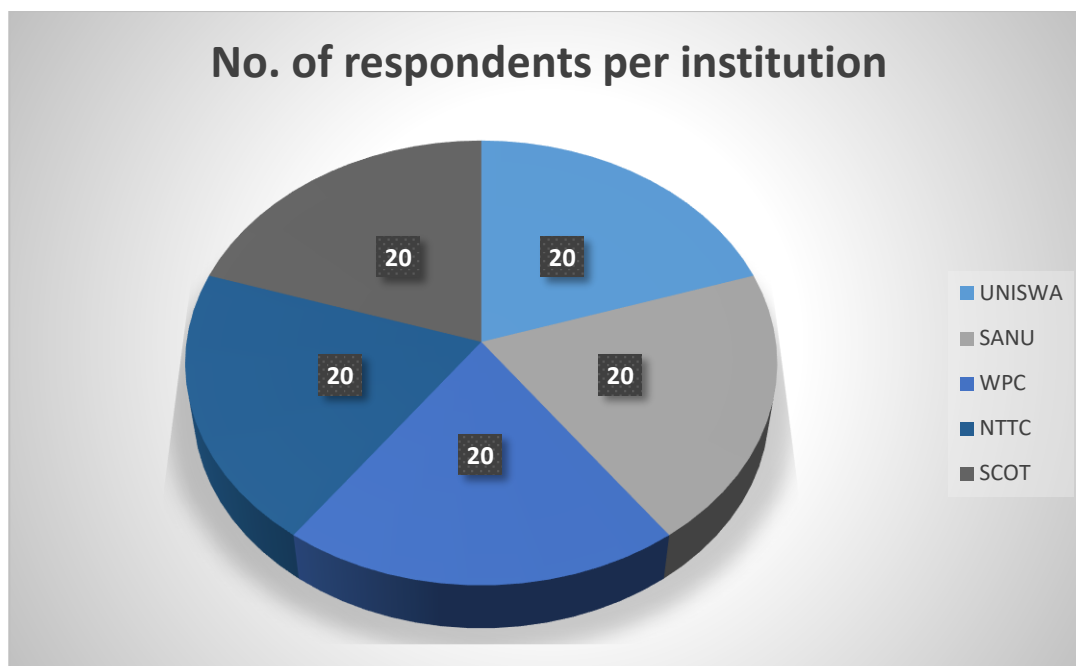


Figure 5.3: Institutions where new teachers were awarded their qualifications.

TEACHING EXPERIENCE OF RESPONDENTS

Figure 5.4 presents the teaching experience of new teachers from the different teacher training institutions. A majority (50%) of the teachers had less than two years teaching experience. In addition, 23% had more than 2 years' experience, while 18% had less than five years' experience and 9% had five years' experience.

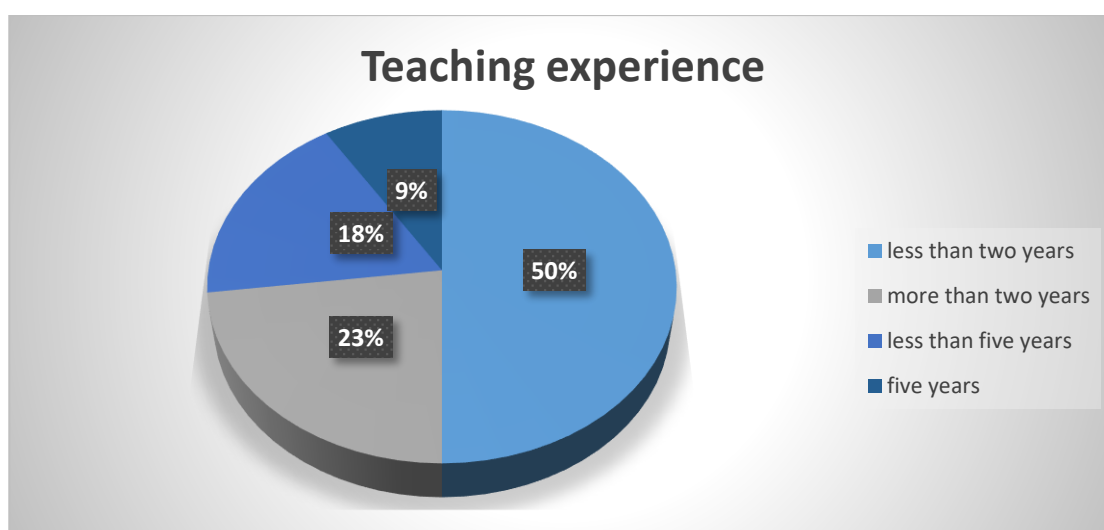


Figure 5.4: Teaching experience of new teachers (in years).

LEVEL OF TEACHING

Figure 5.5 presents the levels that respondents teach in their respective schools. A majority (49%) of the teachers teach at primary school level. This is understandable as a majority of them hold PTD qualifications. Moreover, a reasonable number (32%) of the teachers teach at secondary school level. This is also understandable as two of the teacher training institutions offer STD programmes. The remaining 19% teach at high school. This is because only one institution, UNISWA offers high school teacher training programmes.

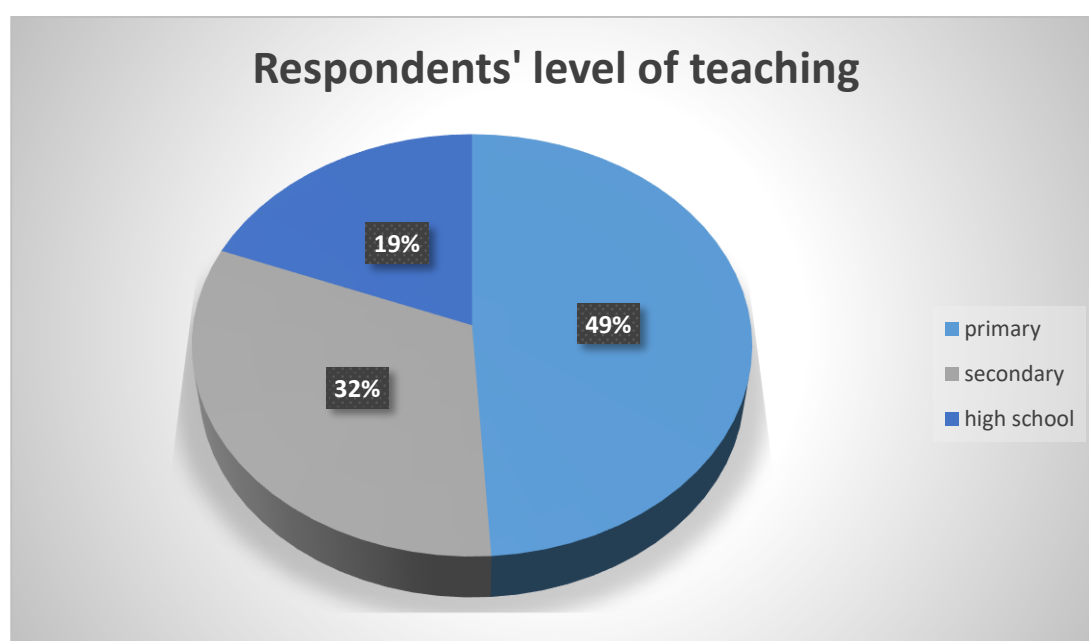


Figure 5.5: New teachers' level of teaching.

5.3 DATA ANALYSIS AND PRESENTATION

The analysis, presentation and discussion of the research findings was done in accordance with the research questions. The specific research problem being investigated was "the relevance of the Swaziland teacher training curricula to professional ethics regarding teacher-pupil relationships. The researcher arranged the findings, and discussion of findings in accordance

with the research questions/objectives, and the instruments of data collection used to answer each research question as depicted in Table 4.2.

The study addressed the following research questions:

- Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?
- What topics related to professional teacher-pupil relationships are covered by teacher education courses?
- To what extent are professional ethics regarding teacher-pupil relationships included in the Swaziland teacher training curriculum?
- How can teacher training institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

To protect the names of the teacher training institutions, participants and respondents, codes were formulated to represent data sources:

Table 5.4: Codes used to depict data sources.

Code	Data source
<i>U 1</i>	University 1
<i>U 2</i>	University 2
<i>C 1</i>	College 1
<i>C 2</i>	College 2
<i>C 3</i>	College 3
<i>UH 1</i>	University 1 HOD
<i>UH 2</i>	University 2 HOD
<i>CH 1</i>	College 1 HOD
<i>CH 2</i>	College 2 HOD
<i>CH 3</i>	College 3 HOD
<i>FG 1- FG 5</i>	5 Focus Groups from all institutions (U1- C3)

Table 5.4 presents the codes for the data sources used in the study. For the teacher training institutions, the codes *U1*, *U2* have been used to represent universities. It should be noted that the two universities do not only produce teachers but have other programmes on offer. For purposes of this study, universities have been referred to as “teacher training institutions” as that is the focus of the study. The colleges were labelled *C1*, *C2* and *C3*. For university HODs, *UH1*, *UH2* was used, while *CH1*, *CH2*, and *CH3* applied to College HODs. College 3 does not only offer teacher education training, it has other programmes on offer. For the focus group interviews the codes *FG1* to *FG5* were used to denote the five focus groups from the teacher education institutions under study. Data from the questionnaire was grouped, 20 respondents per institution for safe-keeping and to avoid mixing it up.

5.4 PRESENTATION OF FINDINGS

Research question 1: Which teacher education courses in the teacher training programmes address professional ethics regarding teacher-pupil relationships?

To address this research question, data analysis was conducted on each measuring instrument, as depicted:

INTERVIEWS WITH HODs

One of the items from the interview that addressed this research question was:

As a teacher training institution, do you have a course on professional ethics for teachers? Please provide the course name.

The HODs responded as follows:

Table 5.5: Courses focussing on Professional Ethics

Respondent	Response	Course name
UH 1	Yes	Educational Administration and Management
UH 2	No	Just a topic within a course – Principles of Teaching and Learning
CH1	Yes	School Administration

CH 2	yes	School Administration
CH 3	No	Not a specific course, but a topic within a course – Professional Studies

Table 5.5 reflects the names of the courses on professional ethics in the different teacher training institutions, according to the HODs in the institutions. The course names do not suggest anything about professional ethics or professional studies. This confirms that professional ethics is a neglected topic in teacher education (Aningisye, 2010; Clark, 2004), as previously mentioned in the literature review.

The HODs were further asked a question on how they felt the course addressed professional ethics regarding teacher-pupil relationships.

How does the course address professional ethics regarding teacher-pupil relationships?

The HODs responded as follows:

Table 5.6: How the course addresses professional ethics.

Theme	Response
Lecturer uses own discretion	<p><i>"I cannot say it addresses professional ethics regarding teacher-pupil relationships, but one would expect the course to address them somehow, it depends on the lecturer, they have to address them".</i></p> <p><i>I wouldn't say it addresses issues so much directed at teacher-pupil relationships per se, but issues of professional misconduct, then teacher-pupil relationships also become part of the subject... say, maybe newspapers report about such professional misconduct, then the lecturer brings it up for a class discussion, and explains to the students that it constitutes misconduct".</i></p>
Relies on rules and regulations	<p><i>"The little content that is provided offers the students with the rules and regulations governing the profession. However, even these are a bit outdated, published in 1975, revised in 1985. So, it doesn't talk to contemporary issues and conventions of today, for example,</i></p>

	<p><i>forms of child abuse, what constitutes sexual assault, etc.”.</i></p> <p><i>“It touches on professional ethics when dealing with ‘the role of a teacher’. When discussing the role of a teacher it becomes clear what is expected from every teacher in so far as relationships with learners are concerned. Also, the TSC rules and regulations, which are part of the course content the ethical expectations from a teacher are highlighted”.</i></p> <p><i>“The department ensures that students are taught how they should relate to their learners; what they should do, and what they should not do. They are also warned about the consequences of having intimate relationships with learners”.</i></p>
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Table 5.6 reports that the inclusion of professional ethics courses in a subject is dependent on the teacher giving the lecture. These responses also indicate that professional ethics are believed to be “inherent” in the rules and regulations, either those of the institution or those from the TSC.

The HODs were further asked if they felt the level at which the course was taught was suitable, and why they thought so:

Do you think the level of the student teachers’ programme at which the course is taught is suitable? Please explain why you think so?

The HODs responded as follows:

Table 5.7: Suitability level of course offering.

Category	Reason
Suitable	<p><i>“Everything has to be taught within the single academic year for full-time students, and two years for part-time students. It is only at this time that the students are taught education courses. Also that it is a “foundation” course for education - there is no other better time to offer it”.</i></p> <p><i>“Because it is taught at the last semester of the third year. This is the final year of the programme and just before the student teachers enter the field of work. I think when they go to the field what they have learned would still be fresh</i></p>

<p>Not suitable</p>	<p><i>in their minds”.</i></p> <p><i>“However, with students one cannot be sure, especially with issues that touch on personal relationships like this one. Personally, I think any level would be suitable, just depends on what one wants to do with what they have been taught“.</i></p> <p><i>“It does not allow or give both the students and the educators the opportunity to emphasize or stress on the issues that are required. The timing and time given is just not right”.</i></p> <p><i>“It would be best to offer it at as early as year 1, then throughout the programme, that is at all the levels. That is what the programme is all about anyway – producing teachers, good ones for that matter, so it should run throughout the programme. To me it should be a core course, the gist of teacher training”.</i></p>
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From the responses in table 5.7 it is evident that the HODs had differing views on whether the level at which the course is offered was suitable, and their reasons for thinking so. Three of them felt it was suitable while two differed and felt it was not suitable. They advanced interesting reasons for either response: for example, it was suitable because after all the student teachers have one academic year to do everything. So, there were not many options in terms of when the course can be offered.

Worth noting with this group of student teachers is that their teacher training course is a final year course, which then earns them a PGCE. While this may not be an initial a choice for everyone, it provides them with job security. This fact also transpired in the focus group interviews. While enrolling for their basic degrees, they have hopes that they may find ‘better’ jobs, as communication officers in listed companies, for example.

Another question that addressed the same research question was:

Apart from the prescribed courses, how do you think the college or university enforces professional ethics among its student teachers?

From the responses provided by the HODs, for this question, it became clear that teacher training institutions relied on religion or the rules and regulations

to help them enforce professional ethics among their teachers. One of them was quoted saying; *“One way is that as a Christian institution, we instil Christian values, hold church services every morning. We believe this helps us to mould our teachers into exhibiting good morals. We also try and make sure that the teacher training programme talks to them from a moral dimension”*.

Another HOD responded; *“Yes we do have, although its effectiveness cannot be guaranteed. We encourage our students through their Christian movement to invite preachers to come and preach. In this way, Christian values are entrenched, although not specifically in the Education students but the entire student body. Even though student teachers are not forced to attend, we encourage them to. I believe the Christian values are in line with the ethics of the teaching profession, in particular this one that touches on sexual morality”*.

Regarding the reliance on rules and regulations, one of the HODs stated; *“There is nothing much that I can think of at the moment, except that we bank our hopes on the rules and regulations of the college”*.

The views held by the HODs and religious practices taking place at the teacher training institutions are in line with findings from the literature that teacher training institutions rely on religion to help them instil ethics among its teachers (Aningisye, 2010; Caetano & Lourdes; 2009).

Other means reported to have been used to inculcate professional ethics among the teacher trainees were students' associations or clubs. For example, one of the HODs said *“Yes, we have the Career Guidance course wherein we try to instil in their minds the importance of standards and ethics to student teachers. There are also students' associations or clubs where student teachers are encouraged to be morally upright. We believe these forums help us produce teachers who have a proper code of conduct”*.

Conversely, another view held by an HOD from one of the universities was that; they did not have that much of a duty as an institution to ensure compliance with professional ethics. She was quoted saying; *“Nothing other than the classroom instruction. This is a public institution, students are treated as adults and what they do outside learning is their business, and as such; as educators we cannot control it. I understand the office of the Dean of student affairs engages them, especially at first year/ orientation and explains how they are expected to behave, although this is not specifically directed to student teachers, but the entire student body”*.

FOCUS GROUP INTERVIEWS WITH FINAL YEAR STUDENTS

One item from the focus group interview schedule that addressed this research question was:

Were you offered a course at your institution of teacher education that deals with professional ethics at any level of the programme of your study? If yes, what was the course name?

The students' responses are presented in Table 5.8:

Table 5.8: Ethics course offering for student teachers.

<i>“A big NO!”</i>
<i>“Not a course as such, but bits of information from lecturers during other lessons”.</i>
<i>“No specific course, but professionalism would be ‘touched on’, for example in a Consumer Science lesson”.</i>
<i>“In an Education course, we were given a handout on code of conduct to go and read in preparation for the teaching practice session we would be going to in the coming weeks”.</i>
<i>“No specific course, but on the week before teaching practice we were given a ‘lecture’ on how to conduct ourselves during TP, ...It was called Professionalism in Preparation for TP”.</i>

Table 5.8 depicts student teachers' responses on whether they were offered a course on professional ethics. When responding to the question, a majority (3 groups out of 5) unanimously agreed that there was no specific course dealing with professional ethics that they had been taught. However, they would be provided with 'pockets' of information in the different courses, on different topics, about ethics of the teaching profession. The group from U1, for instance, said that they were only 'introduced' in what a profession is, and its characteristics. The interviewer further asked if they were given the opportunity to align that information to themselves. However, their response indicted that they had not been given that opportunity.

What also emerged from another group on this question was that the lecturers 'touched' on professional ethics.

On the other hand, the remaining two groups from the other institutions agreed that they had been offered a course on professional ethics. When asked about the name of the course they could not provide it as they were unsure. From C1, for instance, some respondents reported that course was School Administration and others said it was Principles of Education. The group from C2 suggested that the course was Sociology of Education, although some of them did not want to commit themselves on the course name. What should be noted about college 1 and college 2 is that they were 'purely' teacher training institutions. They both train teachers for the PTD qualification, while college 1 also provides training for STD qualifications. Both colleges follow a similar PTD programme structure which is sanctioned by the MoET through its tertiary education division, and are affiliated to UNISWA.

DOCUMENT ANALYSIS

Documents obtained from the teacher training institutions were used to address the research question. These document types included: official documents like Rules and Regulations, prospectuses, syllabus documents and course outlines, and vision and mission statements. According to the

Rules and Regulations for the PTD qualifications, the structure for the ‘new’ (semester) PTD programme from both College 1 and College 2 comprised three groups of subjects:

Table 5.9: PTD programme structure for College 1 and College 2

Group	Subjects
A	Teaching Practice, which is the main professional component.
B	Core subjects that are taught at the primary school: English, Education, Mathematics, Siswati, Science and Health, Agriculture, Social Studies, Home Economics, French, as well as Special and Inclusive Education.
C	Support subjects: Music, Art and Crafts, Physical Education, Numerical Skills, ACS, and ICT.

Worth noting in this Table was that in the Group A category, Teaching Practice is considered the ‘main’ professional component. When one goes through the list of courses by level/semester, they come across a course titles “Education I, II, III, IV, V, and VI” throughout the six semesters. It is believed these are the foundation education courses classified in Group B as core subjects. What is striking, however, is that they do not have names. In contrast, for the STD programme offered by college 1, Education courses are named, for example Philosophy of Education, Educational Psychology, School Administration, Sociology of Education, etc.

According to Regulations for the STD programme, college1 and college 2, comprised four groups of subjects as shown by the table 5.10:

Table 5.10: STD programme structure for College 1 and College 2

Group	Subjects
A	Professional Studies: Teaching Practice, Education, Special and Inclusive Education
B	Content Majors: English, Mathematics, Geography, History, SiSwati, Science, and Biblical Studies
C	Academic Communication Skills
D	Music, Physical Education, and ICT

In year 1, students take all groups of subjects, except; Teaching Practice. In year 2, students take all groups of subjects and in year 3, students have to take group A and B subjects. The STD programme structure indicates that ‘Professional Studies’ denotes Teaching Practice, Education as well as Special and Inclusive Education. Again, Education is used as an ‘umbrella’ term for all foundational courses in Education.

The distribution of courses by levels (year of study), indicates that the ‘Education’ courses include Development Psychology, Child Psychology, Sociology of Education, Guidance and Counselling, School Administration, Curriculum Development, Measurement and Evaluation, and Principles of Teaching and Micro Teaching. Professional ethics is said to be covered in courses such as School Administration, Sociology of Education as well as Guidance and Counselling. This trend corroborates data from focus group interviews and the interviews with HODs.

Documents from University 1 and University 2 indicate an almost similar situation. At University 1, for example, the PGCE programme is meant for pre-service teachers “all students shall be required to take the following courses: Teaching Principles and Practice, Educational Technology and Skills, Micro –Teaching Laboratory and two curriculum courses in their teaching subjects” (University calendar, 2013/14:123). In addition to these, students must take the foundational courses: Introduction to Educational and

Developmental Psychology, School and Society, Measurement and Testing, as well as School Administration.

At University 2, the 'new' PTD programme structure depicts: School Organisation, Developmental Psychology, Principles of Teaching and Learning, Inclusive Education, Teaching Practice and Theory, Curriculum Theory, as well as 'Educational Foundations'. It is not clear what 'Educational Foundations' entails. According to the HOD of this university professional ethics is offered in a course called 'Teaching Practice and Theory'. The focus group from the same institution agreed with her that professional ethics was only taught as part of a course, though they were not sure which one.

QUESTIONNAIRE ANALYSIS

A question that addresses the first research question from the questionnaire was in the open-ended part of the questionnaire and it was stated as follows:

As far as you can remember, was there a course/courses at teacher training that dealt with professional ethics regarding teacher-pupil relationships? Please provide the name of the course.

The teachers' responses to the question were analysed and presented on the table 5.11:

Table 5.11: Ethics course offering for teachers

RESPONSE	F (%)
Yes	64
No/None	30
Not a course as such, but a topic	6
Total (N)	100

Table 5.11 presents teachers' responses on whether they were exposed to a course on professional ethics regarding teacher-pupil relationships. A majority (64%) of the teachers responded to the affirmative, 30% negatively,

and 6% said it was not a course as such, but a topic. The latter response shows that professional ethics at teacher training institutions is not accorded a place and dealt with broadly.

The second part of the question required teachers to give the course name and their responses were summarised and presented in the table 5.12:

Table 5.12: Course names provided by teachers

COURSE NAME	F (%)
Education	48
School Administration	3
Educational Psychology	2
School and Society	2
Professional Studies	4
Teaching Practice and Principles	5
Guidance and Counselling	1
Philosophy of Education	1
Effective Teaching	2
Can't Remember	6
Not Sure	4
Not Applicable (since there was no such course)	14
Total (n)	100

Table 5.12 presents the names of courses dealing with professional ethics regarding teacher- pupil relationships that teachers were exposed to as part of their teacher training. A majority (48%) of the teachers gave Education as the course name. it should be noted that most of such responses came from teachers from the institutions that provided primary school education, U2, C1, C2. 14% felt the question was not applicable, probably these were teachers who provided none or no, to the first part of the question. Other teachers provided a variety of courses: 8% reported School Administration,

4% Educational Psychology, 6% mentioned School and Society, another 4% said Professional Studies, 5% gave Teaching Practice and Principles, 6% mentioned Guidance and Counselling, 3% Philosophy of Education, 6% Effective Teaching. The remaining 6% and 4% either could not remember the course name or were not sure of its name.

This wide variety in course names suggests that it is not clear, among the institutions where (curriculum) exactly professional ethics is taught. To say 'Education' was just too general for a course name. It could be that some of the teachers were 'playing it safe', or indeed professional ethics regarding teacher- pupil relationships featured 'anywhere' the educators concerned felt. This trend supports data from the focus group interviews where student teachers suggested it was what happened – that it depended on whether a lecturer decided or felt like talking about it.

DOCUMENT ANALYSIS

The documents used to obtain data to address the same research question were students' transcripts from one of the teacher training institutions. The researcher was provided with students' transcripts for the academic years 2013, 2014 and 2015, two transcripts per academic year. The other institutions failed to provide the researcher with students' transcripts and they cited issues of confidentiality. This issue of confidentiality was addressed in chapter four of this research study under 'ethical considerations'.

According to the students' transcripts, which is an academic record of each student for the duration of the whole three- year teacher training programme the following was discovered:

Year 1 courses: Education, English, SiSwati, French, Mathematics, Science, Social Studies, Agriculture, Home Economics, Academic Communication Skills, Art and Craft, Music, Physical Education, and Information Communication Technology.

Year 2 courses: Education, English, SiSwati, French, Mathematics, Science, Social Studies, Agriculture, Home Economics, Academic Communication Skills, Art and Craft, Music, Physical Education, Information Communication Technology, and Teaching Practice.

Year 3 courses: the same core courses featured (Education, Academic Communication Skills, Physical Education, Music, Art and Craft), in addition to them; the individual student teacher's subjects depending on their area of specialisation, being either Maths and Science, Social Studies, or Languages.

What could be ascertained by the content analysis of these documents was that professional ethics was 'presumably' covered in the Education courses running throughout the whole teacher training programme, although not clearly specified. This assumption emerged from interviews with HODs, focus group interviews with student teachers and questionnaire data from new teachers.

The analysis' that may be drawn about the first research question are stated:

- The research question was answered
- Professional ethics was offered by the institutions of teacher training, not as a course but as part of a course or courses. Also, the course names where they were taught varied by institution

Research question 2: What topics related to professional ethics regarding teacher-pupil relationships are covered by teacher education courses?

To address this research question data analysis was done per instrument of data collection in the following presentation:

INTERVIEW ANALYSIS

From the interviews with HODs, one question addressed the research question and it was:

How does the course address professional ethics regarding teacher-pupil relationships?

The HODs' responses to the question were varied. Even though some of them sounded not contented on the way the courses stated addressed professional ethics, in particular teacher-pupil relationships, they agreed that the courses did address the phenomenon in question. One of them for example said *"I wouldn't say it addresses issues so much directed at teacher-pupil relationships per se, but issues of professional misconduct, then teacher-pupil relationships also become part of the subject... say, maybe newspapers report about such professional misconduct, then the lecturer brings it up for a class discussion, and explains to the students that it constitutes misconduct"*.

Another one said though she could not say it addresses professional ethics regarding teacher-pupil relationships, *"one **would expect** the course to address them **somehow...**"* yet another interesting response was *"It touches on professional ethics when dealing with 'the role of a teacher'. When discussing the role of a teacher it becomes clear what is expected from every teacher in so far as relationships with learners are concerned. Also, the TSC rules and regulations, which are part of the course content the ethical expectations from a teacher are **highlighted**"*.

What also emerged from the HOD's responses was that the courses address professional ethics regarding teacher – pupil relationships by 'warning' the student teachers about the consequences of engaging in intimate relationships with their learners. Student teachers in the focus group discussions also pointed out that instead of being taught about how to relate to their learners, they are warned about consequences of such relationships.

An HOD from one university (U2), highlighted that the course in her institution addresses professional ethics very minimally through the teaching of the rules and regulations governing the teaching profession. She went on to say however, these rules were a bit outdated and are at times silent or not clear on contemporary issues or problems faced by the teaching profession.

FOCUS GROUP ANALYSIS

One question that addressed the research question from the focus group interview was:

What have you been taught about teacher-pupil intimate relationships as part of your programme of study?

When posed with this question, one student teacher responded; *“No, only in passing”. Another one said “only if a lecturer feels they have a ‘parental duty’. Just to help us keep our jobs and certificates”*. When asked why they thought it was so, one of them said *“because it is not part of the programme of study, not even on the course outline. It depends on the lecturer. In our case it was one lecturer that had the ‘duty of care’, not that it’s a requirement of the curriculum. For most lecturers, it appeared to be a difficult topic to talk about”*.

When asked why they thought it was difficult for most lecturers to talk about it, the students in one focus group unanimously said maybe it is because the lecturers are doing it themselves, so if they talked about it the students would say *“look who’s talking?”* This observation by the student teachers shows that lecturers do not teach professional ethics regarding teacher-pupil relationships simply because they touch on some of them too.

From another focus group, it transpired that before they went for TP they were given a handout on how to conduct themselves in the field. One participant went on to say *“most of us didn’t even bother to read it. We were*

told to read if we find time or if we realise a need, but if we don't see a need then there was no need to worry".

Another student from the group said *"We have been warned. One lecturer even told us a story about a teacher who was molesting pupils and was fired by the TSC, she was just illustrating that if we engage in such relationships our jobs were on the line".*

From another focus group, it transpired that the student teachers were taught that they should not engage in intimate relationships with their learners and instead act like their parents, and that if they engage in such relationships they might lose their jobs. Another participant responded; *"we were told to keep a distance, avoid being very close to the learner. We were also told to avoid or never use the 'I love you' phrase...say maybe they have performed well and then you get overexcited about it, because the learners might misinterpret it".*

From another focus group, the student teachers acknowledged that they were taught that it was serious misconduct to engage in relationships with the learners, that they might even lose their certificate, even if the learner was not in the same school one was teaching. One of them said *"we were told not to even 'look' at a pupil, no matter what".*

From another focus group, it transpired that student teachers were told but not taught about teacher- pupil relationships. When the researcher asked what they meant about that statement the student teacher said *"if the lecturer felt like talking about it, it was not in the course outline... as in, something written down, we were not even tested on it".*

Another question from the focus group interviews that addressed the research question was:

What do you know about the Rules and Regulations of the Teaching Service Act concerning teacher- pupil intimate relationships? Please elaborate.

From this question, all the focus groups said they were acquainted with the TSC Act. However, a majority of them were not happy with either the way they were taught about or the amount of information they had about this act. All of them knew that the TSC Act concerns teachers' code of conduct. Paramount in their responses was that the Act is about professional misconduct, and teacher-pupil relationships were part of such misconduct. One of them said *"we know that according to the TSC Act teachers should not engage in intimate relationships with their learners, because that can lead to their suspension or dismissal from the teaching service"*.

Another one from a different group said *"we know that if you are caught or discovered to be in a relationship with a learner it equals to misconduct, and you are dismissed from employment and your certificate destroyed by the TSC"*. When elaborating about their displeasure on how they get to know about the TSC Act, the students felt justice was not done by their educators on this matter. They complained that they were told that the Act 'talks' about professional misconduct, and that it empowers the TSC to destroy their certificates, although they are not sure how that happens since one's certificate is with them. One of them said *"we are warned to avoid relationships in order to keep our jobs, not 'taught' about all aspects of the Act, just pockets of information, which sound more like threats to us than encouraging good behaviour"*.

When further probed to explain why they said they were warned instead of being taught, the student teachers said they felt that they had to be 'well versed' on the Act, and on all sections of it. One of them said *"We are not even well versed on it, all sections of it, like a police officer knows the constitution, why should I be like a temporal teacher? The TSC rules and regulations and Teaching Service Act should be a module on its own, not just a warning"*.

A focus group from one of the universities said they could not confidently say they know much about the Act because they were told by their lecturer to “go and look for it” from the TSC or schools around, for they might come across a question on it in the upcoming examinations. They said “we were told to “go and read” the TSC Act, we were not even given the Act, but to go and look for it”. What was noted by the researcher on this group was that the participants said they did not have time to go to the TSC or schools and look for the Act. They have already decided that should there be a question on it in the examination; they were not going to attempt answering it. This observation shows that indeed some teacher educators did not give professional ethics issues the attention that they deserve, and this translates to sending the same message to the student teachers.

QUESTIONNAIRE ANALYSIS

From the questionnaire items that dealt with the research question were from Part B, which required information on student teachers’ knowledge of professional ethics. This part of the questionnaire sought to elicit how much knowledge on professional ethics the new teachers had acquired at teacher training. New teachers were required to respond to statements by rating them in a Likert scale. The table 5.13 presents their responses:

Table 5.13: Teachers acquired knowledge on professional ethics

Items	Mean	SD
1. As part of my teacher training I was exposed to the following Constitutions and acts:		
a. Constitution of the Kingdom of Swaziland, 2005	2.99	1.07
b. The Education Act, 1981	3.49	1.00
c. The Teaching Service Commission Act, 1983	3.83	0.89
d. The School Rules and Regulations, 1983	4.03	0.85
e. A Guide to School Regulations and Procedures, 1978	3.60	0.92

f. Education Sector Policy, 2011	3.39	1.10
g. School Management Guide, 2011	3.28	1.11
h. The SNAT Code of Ethical Standards and Practices for Teachers, 1989	2.87	1.13
2. I am totally aware of what all the above laws, regulations and policies entail	2.34	1.02
3. Professional ethics was our core focus at teacher training	3.48	1.17
4. The education I received at teacher training was sufficient to enable me to handle all problems associated with teacher-pupil relationships professionally	3.34	1.02
5. The following aspects of teacher education regarding professional training were considered equally important at teacher training:		
a. Definition of a teacher	4.56	0.45
b. Characteristics of a good teacher	4.46	0.63
c. Role of a teacher	4.47	0.64
d. Professional skills and positive attitudes towards learners	4.35	0.67
e. Code of ethics for teachers	3.62	0.89
f. Principles of professional conduct for teachers	4.06	0.89
g. Professional relationships with learners	4.08	0.84

Table 5.13 presents new teachers' knowledge of professional ethics acquired at teacher training. Respondents indicated that they were exposed to all the policies or school documents about professional ethics. It can be noted that they were particularly exposed to the following documents: the TSC Rules and Regulations (1983) with a mean score (M) of 4.03 and a standard deviation (SD) of 0.85; The Teaching Service Act (1983) with a mean score (M) of 3.83 and a standard deviation (SD) of 0.89; Characteristics of a good teacher with a mean score (M) of 4.46 and a standard deviation (SD) of 0.63; Principles of professional conduct for teachers with a mean score (M) of 4.06 and a standard deviation SD of 0.78. About their exposure on Professional relationships with learners they

responded with a mean score (M) of 4.08 and a standard deviation (SD) of 0.84. A slightly below average number of them seemed to know about The SNAT Code of Ethical Standards and Practices for Teachers (1989), the mean score (M) stood at 2.87 and the standard deviation (SD) at 1.13.

The Table further indicates that the education received by new teachers at the teacher training institutions was sufficient to enable most of them to handle problems associated with teacher-pupil relationships professionally. This was reflected by a mean (M) score of 3.34 with a standard deviation (SD) of 1.02. Since most responses on professional knowledge had a mean above 3, most of the new teachers had sufficient knowledge of professional ethics regarding teacher-pupil relationships.

Another question that addressed this research question was in the open-ended questions part. This part of the questionnaire used structured open-ended questions to allow respondents to provide more information about their knowledge of the curriculum on professional ethics regarding teacher-pupil relationships; its relevance, and their views on how it can be improved. The question was:

Which topics related to professional ethics dealt with teacher-pupil relationships at teacher training?

The responses received from the new teachers are presented on table 5.14:

Table 5.14: Topics covering professional ethics

RESPONSE	F (%)
Role of a teacher	32
An educator as manager	4
Positive classroom atmosphere	4
Teaching Service Act	20
Not sure of topic, but was mentioned in some lessons	12
None	28
Total (n)	100

Table 5.14 presents data on the topics related to professional ethics that the new teachers were exposed to a teacher training, regarding teacher-pupil relationships. 32% of the respondents' stated 'Role of a Teacher' as the topic they were taught concerning professional ethics, while 28% stated that no topic covered such content, 20% cited the 'Teaching Service Act', 12% were not sure of the topic, 4% stated 'Educator as the manager' and another 4% referred to 'Positive classroom atmosphere'. A significant 12% of the teachers reported that they *'were not sure of the topic, but it was mentioned in some lessons'*. In summary, the responses provided by the respondents indicate that professional ethics as a topic is included in the curricula, albeit sporadically and scantily.

DOCUMENT ANALYSIS

The documents the researcher used to address the same research question; **"what topics related to professional ethics regarding teacher-pupil relationships were taught by the institutions?"** were mainly course outlines. These course outlines were provided by the institutions through the HODs as they featured in professional ethics regarding teacher-pupil relationships. Data was presented under three sub-headings, namely; course description, course aims or objectives, course content and duration. These are briefly described below.

Course descriptions: a course outline provided by one university had a course 'Teaching Practice Theory and Principles'. This document described the course as aims to 'developing student teachers' knowledge on the requirements of the teaching profession'.

Course aims: Among the intended outcomes was the development of professional skills and 'positive attitudes towards learners.' Also among the objectives of the course was enabling students to develop 'professional interests, positive attitudes and ideas relative to teaching. What is interesting to note in this course outline, was another objective which stated that among the personal qualities hoped to be achieved through this course was, 'apply

acquired knowledge to real life situations'. Teacher-pupil relationships are real of importance as they currently exist in Swaziland schools. Acquiring knowledge to apply it in the 'real world' therefore renders the course meaningful.

Course content and duration: However, the time allocated for the course content presumably addressing this objective did not seem realistic. Under course content the topics 'Definition of a teacher', 'Qualities and roles of a teacher', and 'Code of ethics and principles of professional conduct for teachers' were all allocated a one to two-hour lecture within the first week of the semester. The rest of the topics had nothing to do with professional ethics. The remaining 11 weeks of the semester were devoted to pedagogical material from learning processes to assessment techniques and revision. This suggests that the time allocated for professional ethics education was very minimal and inadequate.

Another course outline provided by C1, of the teacher training colleges, was titled 'Educational Administration in Swaziland'.

Course description: course descriptions were not provided.

Course aims: course aims were not provided.

Course content and duration: A list of course topics was provided. Notable of these topics was that, most of them were concerned with management, administration, leadership and supervision. Topics ranged from leadership and management theories, leadership styles, decision-making and communication, as well as contemporary issues in education. A topic presumably devoted to professional ethics was titled 'Educational Reports and Legislation in Swaziland' with sub-topics being the Education Act, the Teaching Service Commission Act, school Rules and Regulations, as well as the Education Sector Policy. Although the time frame for the teaching of this topic and sub-topics was not stipulated, it seemed inadequate by the mere fact that they were grouped together, yet each one of them required

extensive deliberations. This seems to echo what transpired from the focus group interviews and questionnaire data that issues on professional ethics were taught only as a 'by the way' or neglected by many educators.

Another course provided by the same institution (C1) as one that addresses professional ethics was titled 'Professional Studies'. It also did not have a course description, aims and objectives, nor duration. Among its components were the topics: Sociology of Education, School Administration as well as Guidance and Counselling. In the focus group interviews, some student teachers mentioned the Sociology of Education as a course where they were taught about professional ethics.

From C2, another teacher training college, two course outlines as the ones in which professional ethics featured were provided. The courses were 'School Administration' and 'Legal issues in Education'. Both courses are said to be under the department of 'Professional Studies'. Under the three sub-headings stated earlier as course description, course aims or objectives, course content and duration in the course 'School Administration':

Course description: the course is said to introduce students to the concepts of school administration and classroom management, and key practices for a sound school culture and school climate through the use of behavioural and contingency decision making theories.

Course objectives: among the objectives are that by the end of the course students should be able to discuss the components of an effective school, describe a relationship that should exist within the school to promote an ideal school climate, outline a code of conduct for teachers in Swaziland, as well as illustrate how official documents can improve teaching and learning.

Course content and duration: among the list of topics and sub-topics provided in the content of the course is 'relationship that should exist between the teacher and the learner', 'personal conduct and behaviour of the teacher towards the child, the parent, and community', as well as 'key

practices that will help teachers to implement positive discipline effectively'. Among such practices is 'set a good example'.

Although this course outline appears elaborate, it does not specify the amount of time that will be spent on a topic or sub-topic, save to state that the course duration is a semester with 12 credit hours. Also worth noting, is that the content seems lengthy to be covered within 12 'contact' hours. This could explain why in some instances students would be "*given handouts to read during their spare time*" as it transpired in some of the focus group discussions. Also noted in this course outline is that, learning activities are stated as assignments, group presentations, tests and the examination. Data acquired from focus group interviews and questionnaires were to the effect that student teachers were not assessed on issues concerning professional ethics, particularly regarding teacher-pupil relationships.

The course 'Legal issues in Education' appears to address the legal frameworks put in place for teachers and educators in Swaziland.

Course description: the course is described as one aimed at providing an overview of aspects of legal issues in education, particularly to provide a "clear framework for the roles of the school principal and teachers as professionals". It also seeks to provide structures and guidelines for school activities.

Course objectives: among the course objectives provided, the course aims to assist school principals and teachers to become conversant with the sources of education law and be aware of the legal requirements for valid administrative action, and to further highlight legal rules relating to education and their work. These course objectives speak to the research question being addressed in the study, although the focus also seems to be on school principals, yet the course is directed at pre-service teachers. This observation makes the objective 'misdirected' as it takes a while for teachers to become school administrators – the minimum requirement being five years teaching experience, according to the TSC Rules and Regulations

(1981). For that reason, student teachers might ignore some issues addressed by the course and consider them 'irrelevant' to their case.

Course content and duration: the course content is organised into manageable study units or topics. Units or topics addressing the research question at hand include, among others; 'Negligence and laziness in a school context', 'The teacher as a caring supervisor', The obligations and duties of a teacher', as well as 'The code of conduct for Swaziland teachers'.

The units or topics hand-picked from the listed topics on the course outline are considered to address the research question. These were only four topics out of 11. The rest were either administrative or 'purely legal' in their nature and had nothing much to do with professional ethics for teachers. Additionally, worthy of noting was that the course had six credits, meaning that it is a one-hour weekly course. It was therefore striking to note that a lot of content could be adequately covered within such a short period of time. This observation echoes what transpired from the interviews with HODs; that one of the challenges faced by teacher training institutions was the amount of time allocated for content to be taught. Some of the respondents acknowledged that such a situation resulted in some educators 'shelving' professional ethics issues and only concentrating on pedagogical material.

The conclusions that may be drawn from the analysis of this research question are stated as follows:

- The research question was answered;
- Topics on professional ethics addressing teacher-pupil relationships being offered by the institutions of teacher training are not clearly stated within the suggested courses;
- Teacher-pupil relationships are expected to be 'embedded' within certain topics in the courses provided; and,
- There is not enough time to adequately teach professional ethics, particularly teacher-pupil relationships within the time available or

provided (scope). This results in teacher educators 'ignoring' professional ethics and paying more attention to pedagogy, which they assume is most required by the student teachers ,

Research question 3: To what extent are professional ethics regarding teacher- pupil relationships included in the Swaziland teacher training curriculum?

To address this research question, data analysis was conducted on each data collection instrument.

INTERVIEW WITH HODs

From the interviews with HODs, a question addressing the research question was:

In your opinion, does the teacher education programme offered by your institution support student teachers' knowledge on professional ethics regarding relationships with learners?

The HODs responded that:

HODs from university 1, *UH 1*, felt that the teacher training programme they offered supported student teachers' knowledge of professional ethics. However, this was on professional ethics generally, not particularly related to teacher-pupil relationships. Moreover, this HOD stated that;: *"The programme offers professional ethics in general. It then becomes the responsibility of the lecturer concerned to unpack that, depending what they regard significant"*. Some of the HODs responses are presented in table 5.15:

Table 5.15: Programme support on knowledge of professional ethics

Participant	Responses
CH 1	<i>"Yes, it does. In the Educational Administration course, where we deal with educational law there are such topics as the Education Act, TSC Act, etc. We also unpack policy documents like the School Guide, which is a booklet provided in the Administration course".</i>
CH 2	<i>"I think so. Because in this college the students cover a section on how they are expected to handle themselves out there with learners. They are exposed to the consequences they are likely to face if they get into relationships with learners".</i>
CH 3	<i>"Yes, because we remind students that they should behave as professionals when they are in the schools".</i>
UH 1	<i>"The programme offers professional ethics in general. It then becomes the responsibility of the lecturer concerned to unpack that, depending what they regard significant".</i>
UH 2	<i>"Yes, it partly does. Why partly? Because it is done only as part of a course. It would have been better if it was a stand-alone course".</i>

From the responses in Table 5.15, four of the five HODs seemed to be satisfied with the offerings of the programme concerning professional ethics regarding teacher-pupil relationships. Only one HOD felt that it was 'not sufficient', by the mere fact that it was offered as part of a course and not as a full course on its own.

It was striking however, to note that one of the HODs stated that what was offered is professional ethics in general, it then becomes the responsibility of

the lecturer concerned to *“unpack...depending on what they consider to be significant”*. This suggests that the curriculum does not provide for it, and the educators use their own discretion on whether to include it or not. This trend corroborates what transpired from the focus group interviews with the student teachers that it depends on whether the lecturer concerned ‘wanted’ to provided it or not.

FOCUS GROUP INTERVIEW ANALYSIS

From the focus group interviews, one question that addressed the research question was:

Do you think the teacher training courses offered are enough to help alleviate the perennial problem of teacher-pupil intimate relationships? Please elaborate.

Results from the focus group interviews indicated that some student teachers felt that the teacher training curriculum offered enough to help alleviate the problem of teacher-pupil relationships. One of them was quoted saying; *“It is enough, teachers are taught about how they should behave towards their learners, but it turns out that the learners ‘throw’ themselves at the teachers”*. Yet another student teacher supports the previous respondent; *“Teachers are told to ‘avoid’ such relationships and practice ‘self-control’, but learners then entice the teachers.*

Another respondent added; *“We did talk about it, but only in passing. Just that we are not assessed or examined on it. It ‘jets’ in when talking about something else, for example; like we did in Maths education - how to deal with a learner who comes to ask for help on Maths problem yet the motive is actually not that. Also, that we should avoid talking to pupils in secluded areas, lest you get tempted. Avoid compromising situations - we did that in class, though in a friendly and not so serious manner”*. From the same group, another one responded; *“Also that we should ‘draw the line’, not be ‘too friendly’, and the learners will soon know that”*.

When quizzed on what they felt should be done about the learners enticing teachers into these relationships, one of the respondents suggested; *“Maybe what could be done is to incorporate a different approach that should be used by the teachers to handle such learners, say maybe, we should be given strategies on how to handle ethical dilemmas as these, instead of just being ‘warned’ about them”*. Another affirming student stated; *“It is enough, it then depends on what one decides to do with the advice given”*.

On the other hand, some student teachers felt that the curriculum did not offer enough to help alleviate the problem being investigated. For example, one of them stated; *“Not at all, most of the courses deal with the pedagogy – how to go about teaching your majors, how to prepare a scheme of work and a lesson plan, lesson delivery..., and if I produce good grades, then I am a good teacher. Or... when we are taught about the characteristics of a good teacher- and that depends on what a good teacher is, especially pedagogically, not ethically”*.

Another teacher stated; *“Emphasis is also placed on time-keeping, good grooming; like high heels or stilettos for us female teachers, formal shirt and necktie for the males...nothing much outside that nothing more other that”*.

Another dimension that was brought up by another focus group was that there should be some sort of assessment on issues of professional ethics, particularly teacher-pupil relationships, instead of them being ‘ignored’ in tests and examinations. They felt that since these issues do not appear in past tests and examinations, they may therefore be considered insignificant by most student teachers. One of them suggested; *“We should be taught and tested on it. Also, the fact that it would be new and different from what we have been learning in content courses... something specific to teachers, not something that you can give to anyone outside and they can answer it. Should also appear to be ‘part’ of the content to be taught, say on the course outline, not as a ‘by the way...’*.

The student teachers further added that the fact that there is no specific course that deals with professional ethics shows that the teacher training curriculum does not offer enough to help alleviate the problem. Other respondents said; *“We were only ‘warned’, not taught. Other than being taught, we are frightened or threatened about losing jobs. We are even not told of latest trends among pupils who entice teachers into such relationship, teachers therefore find themselves compromised, hence the illicit relationships”*.

It was noted that it was mainly the groups from the teacher training institutions that believed that the curriculum was enough to help alleviate the problem of teacher-pupil relationships. The groups from other institutions where teachers were produced alongside other programmes believed that the curriculum was not enough.

Another question posed to the focus groups to address the same research question was:

How would you like to see the content on professional ethics changed or improved by teacher education institutions?

In answering this question, all the focus groups suggested that there should be a course or courses specific to professional ethics, afforded the same status as other courses within the teacher training curricula. They felt that having such a course within the curriculum will ensure that the problem of teacher-pupil relationships will be addressed appropriately and given the attention it deserves, rather than it being ignored or talked about if and when an educator felt like doing so. One of the participants was quoted saying; *“Teachers should be introduced to courses specific to professional ethics, as early as in year one of their programme, till completion of the qualification, rather than it being ‘pockets’ of information within other courses or topics”*. Another teacher felt that it should be incorporated within all the courses in the teacher training programme. He said; *“Professional ethics for teachers should be dealt with across all the courses in Education, just like learning theories”*.

The student teachers also felt that the question of professional ethics should be treated equally important as pedagogical material; *“It should be dealt with thoroughly, especially the real-life ethical dilemmas that are contemporary facing the education fraternity, more so because they will eventually have to deal with them in the field of work”*. Another added; *it should include strategies that will empower teachers for the ‘real life’ issues...contemporary issues they will be confronted with in the field”*.

Some contemporary issues associated with professional ethics the student teachers felt should be incorporated in the curriculum included; social media and cell phone use for learning purposes, which may be abused by both teachers and learners in the process. One of them said; *“Professional ethics should be given more time, thoroughly dealt with, like say...make teachers aware of contemporary ethical dilemmas they may be faced with in the field, such as social media issues, cell phones, learners texting/ whatsapping teachers, etc.”* This suggestion by the student teacher is in line with Vygotsky’s social constructivism theory (one of the theories underpinning this research study), wherein students are made to interact with social problems (phenomena) and make sense out of it, as they try to solve such problems.

Another aspect raised by the student teachers was that the curriculum should improve the way or methods of teaching professional ethics. They said instead of being ‘warned’ or ‘told’ about teacher-pupil relationships, they should be allowed to engage in more appropriate learning strategies like class discussions, so as to thrash all the issues associated with the problems of teacher-pupil relationships. For example, one of them said; *“Through group discussions or brainstorming sessions in the classes at training, we should be given the opportunity to share or to be taught strategies of how to handle flirting pupils. Also, we are taught to act as ‘surrogate’ parents to the learners, how can we be if not given parenting skills other than the scheme of work, formulating objectives, lesson preparation, and lesson delivery?”*

Yet another way of improving the dispensation of the curriculum suggested by the student teachers was that of using the case study method, wherein lecturers bring cases of professional misconduct, say maybe from newspaper articles, and allow the class to deliberate on it. They felt such would make the problems being investigated in this study more 'real' and informative. One of them added; *"Include clips of 'real life' issues, for example; newspaper articles brought to class, discuss it together and see what we make of it"*.

QUESTIONNAIRE ANALYSIS

One question from the questionnaire completed by new teachers that addressed the research question was:

In your opinion, what is missing in the content received at teacher training institutions about professional ethics regarding teacher-pupil relationships?

The new teachers' responses to this question are presented in table 5.16:

Table 5.16: Outstanding content in the curriculum

RESPONSE	F (%)
Nothing missing, no need to be improved	14
Content is fine, just a few "rotten" potatoes	6
A lot is missing, should be made important part of the programme, not just mentioned in passing within other courses	20
Should include issues dealing with pupils who entice teachers	2
Content is fine, depends on person's moral integrity	3
Should be taught deeply	30
Should include assessment so teachers take it seriously	7
Should emphasize on other consequences, apart from teachers losing jobs	12
What causes/ leads to teacher – pupil relationships	6
Total (n)	100

Table 5.16 presents responses to the question on what the new teachers think is missing in the content on professional ethics regarding teacher-pupil relationships, in order to improve it. A majority (30%) of them said that; *‘the content should be improved in terms of depth (scope)’*, a further 20% shared the same sentiment when they suggested that *‘a lot is missing in the content, and that it should be made an important part of the curriculum, say, a course, not just mentioned in passing within other courses and topics’*.

However, 14% felt *‘nothing was missing, and there was no need to improve it’*. On the same premise, a further 6% felt that the content was fine, the problem of teacher–pupil relationships was caused by *‘a few rotten potatoes’*. A further 2%, in agreement, said the content was fine; the problem lies in an individual’s integrity. Moreover, 12% of the new teachers suggested that; *‘the curriculum should also put emphasis on other consequences of teacher-pupil relationships, other than teachers losing their jobs’*.

A further 7% suggested that; *‘content on professional ethics regarding teacher–pupil relationships should include assessment’*. They felt this would make both educators and student teachers take it seriously just like other parts of the curriculum. This view corroborates data sourced from focus group interviews, where student teachers felt the same way. 6% of the teachers felt that; *‘the content should include the causes, or what leads to these teacher-pupil relationships’*. This also supports data from the focus groups wherein student teachers said that teachers at training, through the curriculum, should be made aware of what leads to such relationships, and the “how” of it, instead of being only told about the consequences of losing a job.

Part D of the questionnaire addressed the following question:

Can the following be included in the teacher education courses to improve the content on professional ethics?

New teachers were required to respond to statements by rating them in a Likert scale. Table 5.17 presents their responses:

Table 5.17: Teachers' suggestions on improving the curriculum

	M	SD
6. Can the following be included in the teacher education courses to improve the content on professional ethics?		
a. Issues regarding relationships with learners	4.45	0.74
b. Issues concerning teachers impregnating pupils, even from a different school	4.44	0.64
c. Issues concerning teachers sexually abusing pupils	4.58	0.59
d. Issues about teachers marrying pupils	4.43	0.66

Table 5.17 presents the teachers' views on improving the curriculum. Respondents indicated that they felt all the issues suggested can be included in the teacher education curriculum to improve content on professional ethics. This is reflected by the scores in the above table. A mean (M) score above 3 reflects a positive response to a statement, as depicted on the Likert scale rating in Figure 4.1.

On issues regarding relationships with learners, the mean score (M) was 4.45, with a standard deviation (SD) of 0.744. This suggests that an overwhelming majority of respondents agreed that issues regarding relationships with learners can be included in the teacher training curriculum. About issues concerning teachers impregnating pupils, even from a different school, the mean score (M) was 4.44, with a standard deviation (SD) of 0.641. This also suggests that most of the respondents agreed that issues concerning teachers impregnating pupils can be included in the curriculum. On issues concerning teachers sexually abusing pupils, respondents agreed that they can be included in the curriculum, they rated M=4.58 and SD=0.589. On issues about teachers marrying pupils, respondents again agreed that these

issues can be included in the teacher training curriculum and rated $M=4.43$ and $SD=0.655$.

The responses on the table indicate that the new teachers were of the view that the teacher training curriculum needs to be improved and the suggested issues could be incorporated into it.

The analyses that may be drawn from this research question are stated:

- The research question was answered
- The extent to which the Swaziland teacher training institutions address professional ethics regarding teacher-pupil relationships is minimal, both in amount of content and depth of teaching minimum content selected (scope) on this phenomenon
- There is a lot missing in the teacher training curriculum on professional ethics, particularly on teacher-pupil relationships.

According to the participants' and respondents' views, the missing content includes the following:

- Factors contributing to teachers engaging in professional misconduct, particularly in teacher-pupil relationships
- Strategies on how to handle or deal with moral dilemmas such as that of learners 'throwing' themselves at teachers
- Ways or strategies for dealing with the misuse of contemporary teaching tools like social media and the cell phone by both teachers and learners
- Other consequences of teacher-pupil relationships other than the teachers losing employment.

The study further addressed the following research question:

Research question 4: How can teacher education institutions in Swaziland be supported to promote professional ethics education regarding teacher-pupil relationships?

Findings from the data collected are presented as follows:

INTERVIEW ANALYSIS

One question from the interview that addressed the research question was:

As a teacher training institution, what do you think you can do to help alleviate the problem of teacher-pupil relationships facing education in Swaziland?

The HODs suggested that one way in which teacher training institutions can help reduce the problem of teacher-pupil relationships was by inviting the TSC personnel to sensitise the student teachers about the consequences of the problem on the learner, the teacher, the community as well as the teaching profession itself. The TSC personnel can also bring to the attention of the student teachers the magnitude of the problem, since they handle the cases of professional misconduct by teachers on a daily basis. They felt that this would make the student teachers realise that these were indeed 'real life' issues not just theoretical information for educational purposes.

Another HODs responded; *"We can invite people from the TSC itself, to come present to our student teachers, for example, to come with statistics of cases of teacher-pupil relationships, explain how they dealt with them, and how many teachers have been suspended or lost their jobs as a result. In that way, the problem can be really seen for what it is, and the consequences 'felt' and understood much better".*

Another way, suggested by the HODs, to minimise the problem may be to improve the content on professional ethics, particularly the issue of teacher-pupil relationships since it is a scourge affecting the education fraternity.

One of them responded; *“We can make our content on professional ethics put more emphasis on the issue at hand, considering that it is apparently tainting the image of the teaching profession”*.

The HODs also believed that they could improve the way they teach professional ethics. Instead of just warning student teachers about losing their jobs, they should make the lessons more interactive and allow them to deliberate at the classroom level. They also believe that including assessment on such content would allow student teachers to engage more with the content taught. One of them said; *“We should raise awareness among our students about the real issues out there in the field; what is happening in the schools, bring up real life issues at classroom level to deliberate on, we should also include assessment procedures as well on these matters, for example, in the form of case studies*. This suggestion from the HODs also transpired from the focus group interviews with final year student teachers and questionnaire responses from the new teachers.

Another way of reducing the problem of teacher-pupil relationships may be to train teachers in a teacher training institution solely meant for teacher trainees. One HOD suggested; *“I think one way could be by having a Faculty of Education dedicated to the education students only, not in the present case where there is a lot of mingling with students of other professions. This tends to ‘dilute’ the student teachers’ identity and behaviours at the college. I am saying this because they tend to copy the ‘styles’ and behaviours of the others, hence we have to remind them that they are teachers, and teachers don’t do... say; A, B, C... which could be done by the other students at the institution. This could help because I think some of the professional and unprofessional behaviours begin at training and spill over to the workplace, so if they can be curbed this side it would be useful”*. These sentiments were also shared by the focus group participants.

The HODs also suggested that the MoET, through its department of In-service and Training (INSET) should from time-to-time organise infusion workshops for all teachers to raise their awareness on the current problems

faced by education in the country, just like the one on professional ethics degeneration. This would empower teachers on how to deal with such problems. One of them was quoted saying; *“Just as it does with the subjects’ implementation. What happened to the teacher as a lifelong learner?”*. This view by the HODs is supported by the literature reviewed that one of the responsibilities of the INSET department was to conduct workshops on emerging social and educational problems nationally or globally (National Education and policy framework, 2005).

Inviting SNAT, the teachers’ union, was another form of support suggested by the HODs. The teachers’ union defends union members on matters of professional misconduct. It emerged from the literature reviewed that the union was displeased with the many cases of professional misconduct. They were quoted by a local newspaper as having said that; *“the so called ‘sex pest’ teachers are now on their own, we will not represent them”* (Times of Swaziland, Friday 18 February 2015). By inviting SNAT, the student teachers would be taught about the teachers’ code of conduct, in and outside of the school. The union may also offer real life cases of such misconduct that they have dealt with, and advise student teachers on the professional behaviour expected from them.

FOCUS GROUP INTERVIEWS

A question from the focus group interviews with final year student teachers that was meant to address this research question was:

What do you think can be done by teacher education institutions to minimise the problem of teacher-pupil relationships witnessed in schools of Swaziland?

One way the student teachers believed would assist teacher training institutions minimise the problem of teacher–pupil relationships, would be to treat the course on professional ethics like all other courses in the curriculum. This means that they should employ educators trained

specifically to teach professional ethics, like all other courses in the institutions, not to assume that anyone can teach it.

On the same premise, the student teachers wondered how sure they can be that the so-called professional misconduct reported on almost a daily basis was indeed committed by 'teachers'. They felt that the belief that 'anyone can teach' could be a factor contributing to the problem. One of them even rhetorically asked; *"How come we have temporal teachers yet we do not have temporal policemen, or nurses, or paramedics? Does this mean teaching is so cheap?"*. To them, this practice by the MoET made the teaching profession cease to be a profession, and hence lacks in the ethics of the profession.

Student teachers also felt that professional ethics should be allocated enough time, like all other courses, and not be incorporated within other teacher training courses. This would give the course on professional ethics the due respect it deserves and will be taken seriously by the teachers, and not as a 'by the way' thing. This view from the focus groups was also held by the HODs who lamented that not having enough time for professional ethics was a challenge they were faced with.

Another suggestion was that teacher training institutions should organise workshops or seminars for the student teachers, where they would invite the TSC to request this. They also assumed that this was the best solution since TSC, as the employer, deals with teachers' cases of misconduct on a frequent basis. The TSC provides first-hand information on cases of teacher-pupil relationships and how these have been dealt with. In turn, the student teachers realise that the problem of teacher-pupil relationships was a 'real life' problem that they might have to ethically deal with in the field of work. One of them added; *"The TSC provides statistics about such, so as to bring student teachers on board about what is happening or done by the teachers in the field, and what should be learnt from those issues"*.

This view was also held by the HODs when asked how they thought teacher training institutions could be assisted to deal with the problem. Another student teacher responded; *“Occasional workshops for student teachers would do, outside the classroom set up, and invite speakers, maybe from TSC to sensitise the students about such issues”*. They felt that such workshops would improve awareness on the existence of such issues and the reality of the life of a teacher.

It also emerged from the focus group interviews that teacher training institutions may also benefit from allowing or increasing their involvement of the church to help instil Christian values in the student teachers, which in turn could work towards giving them good character traits which may prove to be useful later on in their careers. This view corroborates what emerged from the interviews held with the HODs when asked if they had any other way, apart from the curriculum, in which they enforced professional ethics. One of them said that they were a Christian institution, and that helped them in producing teachers of good moral character, and hoped it would mould their student’s characters even in the field of work.

This researcher observed the said institution’s belief when viewing a document called ‘the Student’s Handbook’ (2008/09), developed for students. The institution’s vision is to; *“Deliver high quality training through the combination of the Christian faith and learning”*. The mission statement states that; *“Our mission, in partnership with parents, communities, and His Majesty’s Government is to provide solid training in a Christian environment and thus produce teachers with high moral values”*. From the same document, one of the beliefs of the institution was that; *“Christian faith and learning should be combined in developing an individual”*. Some of the objectives of the institution were to; *“Reflect Christian principles”*, and to; *“Produce Christian teachers”*. The emblem for the same institution has the words *“FAITH, TEACHING, LEARNING”*, and *“Holiness Our Hallmark”*. Such illustrations demonstrate that some teacher training institutions rely on religious values to produce teachers with high moral values.

Another way to support teacher training institutions in enforcing professional ethics, suggested by the focus group participants, was that the institutions; in liaison with the MoET, should stipulate an age restriction on the admission of student teachers. They were of the opinion that one of the contributing factors to the problem of teacher-pupil relationships, was that the teachers churned by institutions were quite young, something that rendered them prone to engaging in such professional misconduct. They felt that on this issue, the Ministry of Public Service and Social Security can be roped in since it provides funding for student teachers and makes restrictions on the age of students who benefit from government scholarship. This view therefore considers this Swaziland government department as one that can also provide support for teacher training institutions in this endeavour.

This researcher noted some differences in attitude and professional knowledge of student teachers from strictly-teacher-training-institutions and those from other institutions where students were mixed with others enrolled for various programmes other than teaching. For example, student teachers from strictly-teacher-training-institutions sounded more knowledgeable on education concepts than those from the other institutions. Their attitude towards teaching as a profession also seemed more positive and satisfying than the others.

The conclusions that may be drawn from the research question are stated as follows:

- The research question was answered;
- MoET should ensure professional ethics is afforded the status it deserves in the teacher training curriculum through a clear curriculum policy;
- In-service programmes on professional ethics should be provided for teachers by MoET;

- Teacher training institutions should involve SNAT to empower student teachers on the professional code of conduct;
- Christian teaching or beliefs can be used to support teacher training institutions in enforcing professional ethics. This view supports findings from a study conducted by Aningisye (2010) that teacher training colleges rely on religion for promoting professional teacher ethics; and,
- The age of student teachers enrolled at institutions should be considered, in order to minimise the temptation on young teachers engaging in intimate relationships with their learners.

5.5 SUMMARY OF FINDINGS

The results of this study are presented in a narrative form, supported by direct quotations that serve as confirmation of important interpretations. This was done in line with McMillan and Schumacher (1997:500-503) who contend that qualitative data analysis takes the form of written language. Although the study used a mixed method design, the quantitative strand was smaller and embedded within the larger qualitative strand. The summary of findings was done in accordance with the research objectives. The objectives were to:

- **Determine if there were courses in the teacher training programmes that address professional ethics regarding teacher-pupil relationships**

The study revealed that professional ethics, generally, was offered by the institutions of teacher training, not as a course but as part of a course or courses. Also, the course names in which they were taught varied by institution. They were covered in courses like Professional Studies, Education I, II, III and IV, Teaching Practice and Principles, Educational Law, School Administration, Guidance and Counselling. It was evident that issues (or topics) on professional ethics were included in whatever course the

institution or the teacher educators thought was suitable. There were no specific and separate courses on professional teacher ethics.

It was not clear from the questionnaires and documents analysed where professional ethics regarding teacher-pupil relationships were covered. The focus was on other courses covering:

- Teaching and learning processes; including learning theories, psychology, learning styles, inclusive education, guidance and counselling, classroom management;
- Curriculum studies through specific subjects; and,
- Educational technology; including ICT.

It emerged from the interviews that the teaching of professional ethics, particularly those regarding teacher-pupil relationships were taught by educators who 'felt like' doing so, otherwise the curriculum did not provide for them. This trend supports the views articulated in the literature reviewed in this study that professional ethics is a neglected topic in teacher training curricula (Clark, 2004; Aningisye, 2010; Ntobong, 2010; and Nanigopal, 2015;).

- **Investigate which topics related to professional teacher-pupil relationships are covered by teacher education courses**

The study revealed that topics on professional ethics, offered by the institutions of teacher training addressing teacher-pupil relationships, are not clearly stated within the suggested courses. Teacher-pupil relationships were expected to be 'embedded' within certain topics in the courses provided. Inclusion of such content within the topics depended on the 'interest' of the teacher educator concerned.

The study also discovered that there is not enough time to adequately teach professional ethics, particularly regarding teacher-pupil relationships within

the time provided. This results in teacher educators paying more attention on pedagogy (and subject content) which they think is most important to the student teachers than professional ethics.

- **Determine the extent to which professional ethics regarding teacher-pupil relationships are included in the Swaziland teacher training curriculum**

The extent to which the Swaziland teacher training institutions address professional ethics regarding teacher-pupil relationships is very minimal, in terms of what should be taught (content) and scope of content on this phenomenon.

There is a lot missing in the teacher training curriculum on professional ethics, particularly on teacher-pupil relationships. According to participants' and respondents' views, missing content includes factors contributing to teachers engaging in professional misconduct; particularly teacher-pupil relationships, strategies on how to handle or deal with moral dilemmas such as that of learners 'throwing' themselves at teachers, ways or strategies for dealing with the misuse of contemporary teaching tools like social media and the cell phone by both teachers and learners, as well as other consequences of teacher-pupil relationships other than the teachers losing their jobs.

- **Find out how teacher education institutions in Swaziland can be supported to promote professional ethics regarding teacher-pupil relationships?**

Findings from the study revealed that the MoET can support teacher training institutions by ensuring that professional ethics is afforded the status it deserves in the teacher training curriculum, through a clear curriculum policy. The existing curriculum documents do not provide the priority status

and time allocation for professional ethics as a course. Institutions use their own discretion when planning and implementing their curricula. Teacher training institutions therefore require the guidance, in the form of policy from the line ministry, ensuring that professional ethics, particularly regarding teacher-pupil relationships are included in their curricula.

Another finding was that Christian teachings or values can be used to support teacher training institutions in enforcing professional ethics. This view supports findings from a study carried out by Anangisye (2010) that some teacher training colleges relied on religion for professional teacher ethics. The HODs and student teachers suggested that the church or ecumenical bodies provide support for institutions in enforcing appropriate moral character among teachers. It is believed that this would assist in enhancing professional ethics among the country's teachers and further minimise the problem of teacher-pupil relationships. However, Anangisye (2010) argues that the role of religious norms and values in reducing professional misconduct among student teachers, and teachers, has been made subjective by implications of some religious leaders in immoral practices. Holding the same view as Anangisye is Nanigopal (2015:) who opines that although religion may also be expected to act as a vehicle for ethics, the problem with it is that its principles tend to vary over time, region, society, language, class and creed. It was revealed by the literature that the teaching profession poses ethical and deontological demands in the personal and professional development of teachers, who are considered agents of moral values (Sadio, 2011:10).

The study also revealed that involving Swaziland's only teachers' union would be useful to the teacher training institutions. As a union, SNAT is concerned with the welfare of its members as well as their professional code of conduct. The HODs believed that inviting the union to address the student teachers on professional conduct and misconduct would help them understand the real world they would soon join and how to deal with it.

It also emerged from the study that the MoET and Social Security could also provide support to the teacher training institutions by increasing the age restriction of student teacher enrolment. The HODs were of the opinion that a majority of the teachers enrolling at teacher training institutions were quite young, which may be a contributing factor to the problem of teacher–pupil relationships. Thus, suggested that the age of student teachers enrolling at teacher training institutions should be considered in order to minimise the problem under discussion.

5.6 CHAPTER SUMMARY

This chapter analytically presented the findings of the study. Qualitative data from individual interviews, focus group interviews and documents was analysed inductively using themes and categories. Participants were also quoted verbatim. Quantitative data from questionnaires was presented in tables using frequencies, percentages, means, and standard deviation. Data presented was then described and interpreted considering its relatedness to the research questions and objectives of the study.

The study's findings were also discussed in this chapter. What emerged from the data was the scope of the teaching of professional ethics regarding teacher–pupil relationships. The relevance of the teacher training curriculum on professional ethics regarding teacher–pupil relationships was also revealed through the interviews conducted with HODs, focus group interviews with final year student teachers, new teachers' questionnaire responses and official documents.

The discussion of the findings was presented in accordance with the research questions and objectives. It highlighted how the research questions were answered, how the objectives were met, and how findings either agreed or contrasted with the literature reviewed. Chapter six will present the conclusions, implications and recommendations of the study.

CHAPTER 6

CONCLUSION, IMPLICATIONS, RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the conclusions, implications, and recommendations emanating from the research study. An appropriate curriculum is viewed in terms of the culture of the people it is offered to. Hence the study seeks to determine the relevance of the teacher education curricula in dealing with the pertinent problem, in this case the problem of teacher-pupil relationships. A relevant curriculum should improve the individual, and hence the society at large.

6.2 CONCLUSION

The conclusions of the study were drawn from the research findings presented in the previous chapter. The results indicated that the present teacher education curriculum does not adequately address the issues facing the education sector; particularly professional ethics regarding teacher-pupil relationships, hence is not relevant. It should be noted that relevance in this study refers to the quality, effectiveness or value of the program, process, and product of the curriculum, as defined in 1.10.2. The products of such a curriculum are the teachers produced by the teacher training institutions in Swaziland. Since the product appears to pose problems for the place of the study, the value of the program is compromised, and the process employed becomes questionable. The CIPP model of curriculum evaluation expounded in 2.2 of this study attests to that fact.

What prompted the undertaking of the present study was the appropriateness of the teacher education curriculum in addressing the contextual problem faced by the education fraternity in Swaziland, that of intimate teacher-pupil relationships. One of the reasons uncovered by the study for such a situation is that this curriculum does not set teachers apart from everyone else. That can be attributed to the wrong assumption that 'anyone can teach' and

'everyone is a teacher', which renders teaching a soft option. According to Clark (2004) this lame view of the teacher's work can be attributed to the nature of the existing teacher training curriculum. Clark (2004: 81) argues that "there is nothing at all that remarkable about being a teacher: as part of the human condition we all learn and we all teach, so the professional teacher is only an extension on what we all do anyway". He suggests that teacher training institutions should do better than that.

The above conclusions were drawn in accordance with the objectives of the study:

1. To determine if there are courses in the teacher training programmes that address professional ethics regarding teacher-pupil relationships?
2. To find out which topics relating to professional teacher-pupil relationships are covered by teacher education courses?
3. To assess the extent to which professional ethics regarding teacher-pupil relationships are included in the Swaziland teacher training curriculum?
4. To establish how teacher education institutions in Swaziland can be supported to promote professional ethics regarding teacher-pupil relationships?

In accordance with the research objectives the following sub-headings emerged:

6.2.1 Course on professional ethics

Professional ethics was offered by teacher training institutions part of a course or courses, not on its own. Additionally, professional ethics regarding teacher-pupil relationships was only taught or discussed as either a 'warning' or a 'by the way'.

6.2.2 Topics on professional ethics

Topics on professional ethics offered by the teacher training institutions addressing teacher-pupil relationships are not clearly stated within the suggested course outlines. Teacher-pupil relationships were expected to be 'embedded' within certain topics in the courses provided. Teacher educators are expected to use their own discretion on what to include and what not to include in the course content.

6.2.3 Extent of addressing professional ethics

The extent to which the Swaziland teacher training institutions address professional ethics regarding teacher-pupil relationships is very minimal, in terms of what should be taught (content) and the scope of the content.

Student teachers are not given the opportunity to interact with content on professional ethics as they are supposed to – something contrary to one of the theories underpinning this study – Vygotsky's social constructivism. Professional ethics are only referred to in passing, and as a warning.

6.2.4 Support for institutions

A number of suggestions for support that can be provided by institutions emerged:

That the MoET should provide teacher training institutions with a clear curriculum policy regarding professional ethics education and should also ensure that they implement it rather than use their own discretion on teaching them. This view is supported by a study conducted by Ndibalemba (2013:51) which recommended that teacher training colleges "have to expose to student teachers in their practical training a variety of different strategies on the responsibilities of an effective teacher".

The MoET should provide, through the department of In-service Education and Training (INSET) occasional workshops for teachers on professional ethics in the same way it does with subjects. One of the responsibilities of this department as indicated earlier is that of “conducting workshops for teachers on emerging social and educational issues nationally and globally” (Education Sector Framework, 2005).

The Swaziland National Association of Teachers (SNAT), educate student teachers about the ethics of the profession through workshops.

The ecumenical movements or bodies in Swaziland should provide religious values, to support teacher training institutions in enforcing professional ethics, as extracurricular activities. The literature reviewed indicated that some teacher training institutions make use of their religious affiliations to enforce professional ethics among their student teachers. Even though Anangisye (2010:71) argues that the role of religious values in making teacher trainees ethical is uncertain, informants in the current study felt that Christian values could be used as a means of supporting teacher training institutions in promoting professional ethics.

6.3 IMPLICATIONS

The implications of the research findings, amongst others, include:

Ishumi (2013:94) notes that the teaching profession has never enjoyed a popular veneration or respect compared to the other so – called professions. He attributes this to poor or lack of commitment within ministries of Education and proper policy making towards teacher development, both for pre-service teachers as well as in-service teachers.

Nanigopal (2015:98) further argues; “If the teacher bears good professional ethics in relation to their profession, the ethics will automatically be transferred to the coming generations. This will start with the learners they are teaching and modelling to”. Nanigopal argues that if this viewpoint is used as a

rationale to include professional ethics in the teacher training curriculum, the deteriorating status of the teaching profession will regain its potential status.

As long as teacher training institutions do not provide quality teacher education, in terms of what is considered relevant, the problem of professional ethics regarding teacher-pupil relationships will continue to tarnish the image of the teaching profession. This view is also held by Fourie (2000) who argues that teacher training institutions cannot expect to escape the drive towards higher quality and being more answerable to the education fraternity and its clientele.

6.4 RECOMMENDATIONS

Since Mamabolo (1996), asserts that “educational theory is of no value if it is not translated into practical recommendations”, this section will advance the possibility of using the findings to present recommendations so as to make teacher education in Swaziland more meaningful and relevant. Moreover, recommendations pertaining to further research that may be needed into specific areas of concern as revealed during the investigation are advanced.

Educational research is essentially concerned with exploring and understanding social phenomena that is educational in nature. Such phenomena is mainly connected to formalized and or unexpectedly occurring social, cultural, and psychological processes, related to education. Such educational questions can be investigated in a scientific manner, using methods that enable such scientific investigation, and implementation of results emanating from the investigation. (Schoeman & Mabunda, 2012).

In order to propose recommendations for future research, the study addressed the following research questions:

- To what extent does the Swaziland teacher training curriculum address professional ethics regarding teacher-pupil relationships?

- How can teacher education institutions be supported to promote professional ethics education regarding teacher-pupil relationships in Swaziland?

6.4.1 Recommendations for action

- The curricula in teacher training institutions should incorporate a course that specifically deals with ethics of the teaching profession. The findings of the research indicated that professional ethics, in particular regarding teacher-pupil relationships, was not afforded the desired opportunity in the teacher training curriculum, with regards to time allocation and the scope of content. This was revealed during the individual interviews with HODs, the focus group interviews with student teachers, the questionnaire for new teachers, and some of the documents (syllabi and course outlines) that were reviewed.
- Students should be made to interact with the curriculum. From the findings of the study it emerged that issues relating to teacher–pupil relationships were mentioned, in passing, within a certain course or topic, by an educator who ‘felt they had a duty of care’ or are concerned that student teachers might lose their employment contracts.
- In contrast to the above common practice in the institutions, student teachers and new teachers both suggested that professional ethics should be given more time. For example, in class discussions or after their teaching practicum sessions they should be given the opportunity to reflect on their experiences. This view is in line with Vygotsky’s social constructivism theory discussed in the theories underpinning this study which states that students should be made to interact with real life problems, then find solutions (problem-solving) to those problems. On that same premise, it also emerged from the focus group interviews and questionnaires that student teachers should be assessed on this content so that they would take it

seriously and memorise it, not take it for granted, like any part of the curriculum that they have interacted with during their programme of study. This view is also held by Creasy (2015) when she opines that teacher training programmes at teacher training should ensure that students are made aware of the programme expectations on admission and there should be assessment throughout the curriculum.

- The MoET, in liaison with teacher training institutions, should make sure that professional ethics regarding teacher-pupil relationships are enforced throughout the teacher training curriculum implementation. This can be clearly articulated in the curriculum policy guiding teacher training institutions in formulating their teacher education curricula. This will assist the teacher training institutions in the formulation of their curricula and provide justification for time allocation for a course on professional ethics in the teacher training curriculum.

6.4.2 Recommendations for further research

The following recommendations for future research pertaining to teacher education curricula regarding teacher-pupil relationships have been put forward:

- Research studies on the challenges faced by teacher training institutions in the implementation of the curriculum on professional ethics;
- Research studies on what the continued professional misconduct of engaging in relationships with learners among teachers can be attributed to; and,
- Research studies on the challenges faced by teachers in putting the theory on professional ethics acquired at teacher training into practice.

6.5 CONCLUDING REMARKS

This study ends by arguing that teacher training institutions are not doing enough in producing well equipped teachers on professional ethics, particularly professional teacher-pupil relationships. This argument is based on the findings which demonstrated that these institutions do not have relevant and adequate content on professional ethics. The participants unanimously indicated that the teacher training curricula in all institutions have a lot of deficits in terms of subject matter capable of producing professional, ethically sound teachers the Swaziland government needs to educate and inspire its young population. As a matter of fact, student-teachers do not get a feel of the real life situations of the teaching profession.

The fact that professional ethics education for student teachers is crucial in the endeavour to produce professional and responsible teachers for Swaziland is widely established in this study. Despite emphasis by education policies, Acts, and regulations, that the goal of education is partly the production of morally upright teachers. It is by no means clear how this aim is to be realised through the teacher training curriculum. It is not clear how the Ministry of Education through its teacher training institutions wants to realise this aim. The study reveals that there is work to be done by the MoET in ascertaining that teacher training institutions produce professional, ethical teachers who can be of service to their learners, community and the nation at large.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

17 February 2016

Ref : 2016/02/17/41702972/40/MC

Student : Mrs JF Simelane

Student Number : 41702972

Dear Mrs Simelane

Decision: Ethics Approval

Researcher

Mrs JF Simelane

Tel: +26825052817

Email: jennethsimelane@yahoo.com

Supervisor

Prof MW Lumadi

College of Education

Department of Curriculum and Instructional Studies

Tel: 012 429 8747

Email: lumadmw@unisa.ac.za

Proposal: Relevance of the Swaziland teacher education curricula to professional teacher ethics regarding teacher-pupil relationships

Qualification: D Ed in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 17 February 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for



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the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/02/17/41702972/40/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN

APPENDIX B: PERMISSION LETTER FROM EDUCATION DIRECTOR

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

4th May, 2016

Attention:

Head Teachers:

University of Swaziland	Southern Africa Nazarene	William Pitcher College
Swaziland College of Technology	Ngwane Teacher Training College	

THROUGH

Hhohho, Manzini and Shiselweni Regional Education Officers

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA STUDENT – MS JENNETH F. SIMELANE

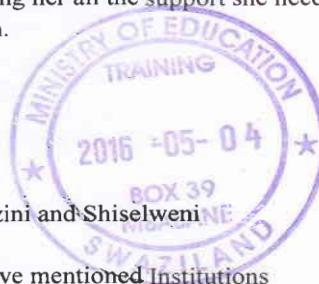
1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Jenneth F. Simelane, a student at the University of South Africa, that in order for her to fulfill her academic requirements at the University of South Africa, she has to collect data (conduct research) and her study or research topic is: *Relevance of the Swaziland Teacher Education Curricula to Professional Ethics Regarding Teacher-Pupil Relationships*. The population for her study comprises of one hundred new teachers in the profession, eight final year student teachers, and Heads of Departments from the above mentioned institutions. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Simelane begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Ms. Simelane by allowing her to use above mentioned institutions in the Hhohho, Manzini and Shiselweni regions as her research sites as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

Yours Faithfully,

for 
DR. SIBONGILE M. MTSHALI-DLAMINI

DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Hhohho, Manzini and Shiselweni
Chief Inspector – Tertiary
5 Principals and Vice Chancellors of the above mentioned Institutions
Dr. M. Claassens and Prof. V. McKay



APPENDIX C : PERMISSION LETTER FOR INSTITUTIONS

The Faculty Dean / Head of Department

RE: Request for permission to conduct research at _____

Dear Sir/Madam

I, Jenneth Simelane am doing research with Professor M. W. Lumadi, a professor in the department of Curriculum and Instructional Studies towards a D Ed at the University of South Africa. We are inviting you to participate in a study entitled “Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships”

The purpose of the study is to establish the relevance of teacher education curricula to teacher professional ethics regarding relationships with learners.

You have been selected because you offer teacher education as an institution.

The study will entail conducting group interviews with final year students within the institution, a mixed (male and female) group of eight (8) student teachers will be sufficient. Individual face to face interviews with heads of Education departments at the institution will also be requested. Documents such as course outlines and syllabi/curricula, rules and regulations, and students’ transcripts will be requested as well.

The benefits of this study may contribute in assisting the MoET in conjunction with the Swaziland Higher Education Council and teacher training institutions to improve their teacher training programmes as far as professional ethics regarding teacher-pupil relationships are concerned.

Potential risks anticipated are only those associated with emotional, social, cultural and political discomfort. This is due to the sensitivity of discussing teacher – pupil sexual relationships.

A copy of the completed report with findings will be made available to the institution as feedback.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +26876032035 or by e-mail at jennethsimelane@yahoo.com.

Yours sincerely

Jenneth F. Simelane.

APPENDIX D : LETTER REQUESTING HODs PARTICIPATION

Title: Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships”

Dear Prospective Participant

My name is Jenneth Simelane and I am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum and Instructional Studies towards a D Ed at the University of South Africa. We are inviting you to participate in a study entitled ‘Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships’.

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to establish the relevance of teacher education curricula to teacher professional ethics regarding relationships with learners.

WHY AM I BEING INVITED TO PARTICIPATE?

I have purposefully identified you as a possible participant because you are head of the Education department at your university or college and your experience related to my research topic. I plan to invite at least five HODs to participate in an individual interview with me. The study will also entail conducting a group interviews with final year students within the institution, a mixed (male and female) group of eight (8) student teachers will be sufficient. Documents such as course outlines and syllabi/curricula, rules and regulations, and student’s transcripts will be requested from the institutions involved. A questionnaire also forms part of the study and 100 randomly selected new teachers with less than 5 years teaching experience, 20 from each participating institution, will be invited to complete the questionnaire.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

If you agree to participate you will be asked questions related to the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships.

The study involves a face-to-face interview answering structured questions. Some are closed questions and some are open-ended. With your permission, I would like to audio record the interview to ensure accurate information collection and to later

transcribe for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. The duration of the interview will be approximately thirty minutes at a mutually agreed location at a time convenient for you.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study may contribute in assisting the MoET in conjunction with the Swaziland Higher Education Council and teacher training institutions to improve the teacher training programme as far as professional ethics regarding teacher-pupil relationships are concerned.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The only level of inconvenience may be the time that you spend during the interview. Potential risks anticipated are only those associated with emotional, social, cultural and political discomfort. This is due to the sensitivity of discussing teacher– pupil sexual relationships.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at my workplace; electronic information will be stored on a password protected computer.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no reward or incentive for being a participant.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education at Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Jenneth Simelane on +2682 2505 2817 or jennethsimelane@yahoo.com.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Jenneth Simelane on +2682 2505 2817 or jennethsimelane@yahoo.com. Should you have concerns about the way in which the research has been conducted, you may contact Professor M.W. Lumadi on 012 429 8747 or Lumadmw@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Yours Sincerely,

JENNETH F. SIMELANE

APPENDIX E: CONSENT FORM

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name),
confirm that the person asking my consent to take part in this research has told me
about the nature, procedure, potential benefits and anticipated inconvenience of
participation.

I have read (or had explained to me) and understood the study as explained in the
information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in
the study.

I understand that my participation is voluntary and that I am free to withdraw at any
time without penalty.

I am aware that the findings of this study will be processed into a research report,
journal publications and/or conference proceedings, but that my participation will be
kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature : _____ Date : _____

Researcher's Name & Surname: _____

Researcher's signature: _____ Date _____

APPENDIX F: INTERVIEW GUIDE FOR HODs

Interview details:

Date _____

Time _____

Institution _____

Interview Questions:

1. In your opinion, does the teacher education programme offered by your institution support student teachers' knowledge on professional ethics regarding relationships with learners?

2. As a teacher training institution, do you have a course dealing with professional ethics for teachers? Can you please give me the course name?

3. Do you think the level of the student teachers' programme at which the course is taught is suitable? Can you explain why you think so?

4. How does the course address professional ethics regarding teacher-pupil relationships?

5. Is there any other way, apart from the transmission of the curriculum that your institution offers to ensure that the teachers you produce comply with the highest professional conduct regarding relationships with learners?

6. How do you think as a teacher education institution you can assist to minimise the problem of teacher-pupil intimate relationships facing education in Swaziland?

THANK YOU FOR YOUR TIME!!!

APPENDIX G : LETTER REQUESTING STUDENT TEACHERS PARTICIPATION

Title: Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships.

Dear Prospective Participant

My name is Jenneth Simelane and I am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum and Instructional Studies towards a D. Ed at the University of South Africa. We are inviting you to participate in a study entitled 'Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships'.

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to establish the relevance of teacher education curricula to teacher professional ethics regarding relationships with learners.

WHY AM I BEING INVITED TO PARTICIPATE?

I have purposefully identified you as a possible participant because you are a student teacher at a university or college and your experience is related to my research topic. The study will entail conducting group interviews with final year students within the institution. You will be part of a mixed (male and female) group of eight (8) student teachers. The head of the education department from your institution will also be interviewed separately as part of the study entails. A questionnaire also forms part of the study and 100 randomly selected new teachers with less than 5 years teaching experience, 20 from each participating institution, will be invited to complete the questionnaire.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

If you agree to participate you will be asked questions related to the Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships.

The study involves a face-to-face interview answering structured questions. Some are closed questions and some are open-ended. I would like to have your views and opinions on this topic. With your permission, I would like to audio record the interview to ensure accurate information collection and to later transcribe for analysis. Shortly

after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our discussion and to add or to clarify any points. The duration of the interview will be approximately sixty minutes at a mutually agreed location at a time convenient for you.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study may contribute in assisting the MoET in conjunction with the Swaziland Higher Education Council and teacher training institutions to improve the teacher training programme as far as professional ethics regarding teacher-pupil relationships are concerned.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The only level of inconvenience may be the time that you spend during the interview. Potential risks anticipated are only those associated with emotional, social, cultural and political discomfort. This is due to the sensitivity of discussing teacher– pupil sexual relationships.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at my workplace; electronic information will be stored on a password protected computer.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no reward or incentive for being a participant.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education at Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Jenneth Simelane on +2682 2505 2817 or jennethsimelane@yahoo.com.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Jenneth Simelane on +2682 2505 2817 or jennethsimelane@yahoo.com Should you have concerns about the way in which the research has been conducted, you may contact Professor M.W. Lumadi on 012 429 8747 or Lumadmw@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Yours Sincerely,

JENNETH F. SIMELANE

APPENDIX H: FOCUS GROUP INTERVIEW CONSENT AND CONFIDENTIALITY AGREEMENT

I, _____ grant consent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Jenneth F. Simelane, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print) _____

Researcher's Signature: _____

Date: _____

APPENDIX I: CLINICAL PSYCHOLOGIST'S PROOF OF REGISTRATION

Swaziland Medical & Dental Council
Registration Certificate
Issued under Act No. 3 of 1970

0571

This is to certify that

CELESTE DESIREE JACOBS

is registered as a

CLINICAL PSYCHOLOGIST

in accordance with the provisions of Section³²..... Of the Medical and Dental Council Act No. 3 of 1970, and is hereby authorised to practise as such within the limits of the Kingdom of Swaziland.




REGISTRAR

21/07/08. MBABANE
DATE

APPENDIX J: FOCUS GROUP INTERVIEW SCHEDULE

Group details:

Number of student teachers _____

Date _____

Time _____

Institution _____

Interview Questions

1. Were you offered a course at your institution of teacher education that deals with professional ethics at any level of the whole programme of your study? If yes, what is the course name?

2. Apart from the prescribed courses, how do you think the college or university enforces professional ethics among its student teachers?

3. What have you been taught about teacher-pupil intimate relationships as part of your programme of study?

4. Do you think the teacher training courses offered are enough to help alleviate the perennial problem of teacher- pupil sexual relationships? Please elaborate.

5. How would you like to see the course content on professional ethics changed or improved by teacher education institutions?

6. What do you know about the Rules and Regulations of the Teaching Service Act concerning teacher- pupil intimate relationships? Please elaborate.

7. What do you think can be done by teacher education institutions to deal with the problem of teacher-pupil relationships in schools?

THANK YOU FOR YOUR TIME!!

APPENDIX K: QUESTIONNAIRE COVERING LETTER TO NEW TEACHERS

Title of questionnaire: Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships.

Dear respondent

This questionnaire forms part of my doctoral research entitled: **Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships**, for the D.Ed degree at the University of South Africa. You have been selected by a simple random sampling strategy from the population of new teachers who qualified at any one of the five teacher training institutions. Hence, I invite you to take part in this survey.

The aim of this study is to investigate the relevance of teacher education curricula to teacher professional ethics regarding relationships with learners. The findings of this study may contribute in assisting the MoET in conjunction with the Swaziland Higher Education Council and teacher training institutions to improve the teacher training programmes as far as professional ethics regarding teacher-pupil relationships are concerned.

You are kindly requested to complete this survey questionnaire, comprising five sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 30 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your qualification, gender, work experience, etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Research Ethics Committee of the College of Education, UNISA. If you have any research-related

enquiries, they can be addressed directly to me or my supervisor. My contact details are: +268 2505 2817 or e-mail: jennethsimelane@yahoo.com and my supervisor can be reached at 012 429 8747, Department of Curriculum studies, College of Education, UNISA, e-mail: Lumadmw@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research.

Please return the completed questionnaire to Jenneth Simelane before_____.

APPENDIX L: QUESTIONNAIRE FOR NEW TEACHERS

The information requested in this part of the study is to investigate the educational knowledge and experiences of new school teachers; (with less than 5 years teaching experience) in as far as professional ethics regarding teacher-pupil relationships is concerned. We assure you confidentiality of the information you provide.

The questionnaire has parts A, B, C, D and E. Please complete all sections.

PART A: Demographic data

(Please place a tick [✓] where appropriate)

Gender:

Male [] Female []

Qualification:

- a) Diploma (primary) []
- b) Diploma (secondary) []
- c) BA + PGCE []
- d) BCom.+ PGCE []
- e) BSc. Agric. []
- f) BSc. Ed. []
- g) BSc. Cons. Sc. Ed. []
- h) Any other _____

Institution where qualification was obtained:

Experience as teacher:

- a) less than 2 years []
- b) more than 2 years []
- c) less than 5 years []
- d) 5 years []

Your level of teaching:

- a) lower primary []
- b) upper primary []

- c) lower + upper primary []
- d) Secondary []
- e) high school []
- f) Secondary + high sch. []

PART B: Professional Ethics Knowledge

Below is a list of statements designed to elicit respondent's knowledge on professional ethics, in general, as taught at teacher-training institutions.

Read the statements and answer by placing a tick [✓] in the appropriate space, to show what you know about them. Use the rating scale below to rate them:

- SA - Strongly Agree**
- A - Agree**
- NS - Not sure**
- D - Disagree**
- SD - Strongly Disagree**

	SA	A	NS	D	SD
1. As part of my teacher training I was exposed to the following:					
a. The Constitution of the Kingdom of Swaziland, 2005					
b. The Education Act, 1981					
c. The Teaching Service Commission Act, 1983					
d. The School Rules and Regulations, 1983					
e. A Guide to School Regulations and Procedures, 1978					
f. Education sector Policy, 2011					
g. School Management Guide, 2011					
h. The Swaziland National Association of Teachers' Code of Ethical Standards and Practices for Teachers, 1989					

2. I am totally aware of what all the above laws, regulations and policies entail					
3. Professional ethics was our core business at teacher training					
4.The education I received at teacher training was sufficient to enable me to handle all problems associated with teacher-pupil relationships professionally					
5. The following aspects of teacher education regarding professional training were considered equally important at teacher training:					
a. Definition of a teacher					
b. Characteristics of a good teacher					
c. Role of a teacher					
d. Professional skills and positive attitudes towards learners.					
e. Code of ethics for teachers					
f. Principles of professional conduct for teachers					
g. Professional ethical relationships with learners					

PART C: Relevance of teacher education

Below is a list of statements designed for new teachers, regarding their views on the relevance of their teacher training regarding teacher-pupil relationships.

Read the statements and answer by placing a tick [✓] in the appropriate space, to show how you feel about them. Use the key scale below to rate them:

- SA - Strongly Agree
A - Agree
NS - Not sure
D - Disagree
SD - Strongly Disagree

	SA	A	NS	D	SD
1. I am fully aware of how I, as a teacher, should relate to my learners. And that is made possible by.					
a. What I was taught at teacher training					
b. My personal socialisation as a responsible adult.					
2. The education on teacher ethics I received at teacher training makes it possible for me to put that theory into practice.					
3. It is easy to practice exactly what I was taught, regarding ethical relationships with my pupils.					
4. I am also aware that according to the Teaching Service Regulations engaging in intimate relationships with learners constitutes professional misconduct.					
5. The training I received at teacher training was relevant and enough in equipping me with how to relate with my pupils.					

PART D: Views on Improving Curriculum

Below is a question with a list of statements designed to elicit teachers' views on how they think teacher education institutions can improve the handling of professional ethics within their curricula.

Read the statements and answer by placing a tick [✓] in the appropriate space.

- SA - Strongly Agree
A - Agree
NS - Not sure
D - Disagree
SD - Strongly Disagree

	SA	A	NS	D	SD
Can the following be included in the teacher education courses to improve the content on professional ethics?					
a. Issues regarding relationships with learners.					
b. Issues concerning teachers impregnating pupils, even from a different school.					
c. Issues concerning teachers sexually abusing pupils.					
d. Issues about Teachers marrying pupils.					

PART E: Open-Ended Questions

Below is a list of structured open-ended questions allowing respondents to elaborate about the curriculum on professional ethics regarding teacher-pupil relationships.

1. As far as you can remember, was there course or courses at teacher training that dealt with professional ethics regarding teacher-pupil relationships? Please give the name of the course.

2. Which topics related to professional ethics dealt with teacher-pupil relationships at teacher training?

3. In your opinion, what is missing in the content received at teacher training about professional ethics regarding teacher-pupil relationships?

THANK YOU FOR YOUR TIME!!

APPENDIX M : LETTER REQUESTING DOCUMENTS

THE FACULTY DEAN / COLLEGE PRINCIPAL

RE: Request for permission to obtain and use documents from your institution

Dear Sir/Madam

I, Jenneth Simelane am doing research with Professor M. W. Lumadi, a professor in the department of Curriculum and Instruction towards a D Ed at the University of South Africa. study entitled “Relevance of the Swaziland Teacher Education Curricula to Professional Ethics regarding Teacher-Pupil Relationships”. We are requesting your esteemed institution to provide, and allow us to use the following documents:

- Programme specifications or syllabuses
- Unit specifications or Course outlines
- Students’ transcripts; and
- Any other document deemed useful will be appreciated

The aim of the study is to establish the relevance of teacher education curricula to professional ethics regarding relationships with the learners. You have been selected because you offer teacher education as an institution.

The benefits of this study may contribute in assisting the MOeT and Training in conjunction with the Swaziland Higher Education Council and teacher training institutions to improve the teacher training programmes as far as professional ethics regarding teacher-pupil relationships are concerned.

Thanking you in advance for your cooperation.

Yours sincerely,

.....

Jenneth F. Simelane (Researcher)

APPENDIX N : PROOF OF LANGUAGE EDITING

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Email: NIMEditorial@gmail.com
www.nimeditorial.co.za

Reg. No. 2016/48889/07



24 March 2017

To Whom It May Concern

Proof of Language Editing

This letter serves to confirm that the Doctoral thesis titled: *Relevance of the Swaziland Teacher Education Curricula to Professional Ethics Regarding Teacher-Pupil Relationships* by Jenneth Futhie Simelane, has been edited by NIM Editorial.

Should you wish to clarify anything, please feel free to contact us on any of the contact details provided in this letter.

Regards,
NIM Editorial

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